

FIVE DECADES OF PROGRESS

EASTERN KENTUCKY STATE COLLEGE

Richmond, Kentucky

1906 - 1957



The Coates Administration Building

By Members of The Faculty

Compiled, Supplemented, and Edited

By

Dr. Jonathan T. Dorris

380 overall pages

The volume is divided in two parts. Part I (nineteen chapters) contains such non-curricular subjects as "The Founding of Eastern", "The Administration", "The Faculty", "The Library", "Athletics", "Student Life", "The Memorial Museum", "The Reserve Officers Training Corps", "Religious Life", "The War Years", "Stateland Farm", and "The Alumni Association".

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The Keen Johnson Student Union Building

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By Members of the Faculty

Jonathan T. Dorris, Editor



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EASTERN KENTUCKY STATE COLLEGE

*Dedicated to the Alumni and Other Students of Eastern who
have Carried and are Carrying the Torch of Learning and the
Spirit of Freedom and Service throughout the World.*

P R E F A C E

Dr. J. T. Dorris and his associates have brought together in this volume an account of some of the milestones which Eastern Kentucky State College has passed during its first fifty years of high service to the Commonwealth.

The College itself is a monument to all who have labored here. It is the product of many minds working together as a team. Members of the Board of Regents, faculty members, alumni, thousands of students, and friends of education throughout Kentucky have all had a part in making Eastern what it is today.

Although it was realized early that in this brief history due credit could not be given to everyone to whom credit was due and that mention could be made of only some of the chief builders of the College, an attempt has been made to give enough of the history to cause the reader to want to recall other important personalities and events that have influenced Eastern's growth and development.

The College is greatly indebted to the faculty members who took time out of a busy teaching schedule to prepare the chapters which bear their names. We are all deeply grateful to Dr. Dorris who, because of his love of history, especially as it pertains to Eastern Kentucky State College, worked untiringly for many months in editing this volume. The book is a tribute to him no less than to the College. On behalf of the College I express to him and to the co-authors our gratitude for this very interesting account of Eastern's half century of service.

W. F. O'DONNELL, President
Eastern Kentucky State College

INTRODUCTION

Early in 1930 President Herman Lee Donovan of Eastern informed the Editor that the Board of Regents of the College had decided to observe, in 1931, the twenty-fifth anniversary of the founding of this higher institution of learning. He stated further that the Regents had selected the present Editor to prepare a history of the College for publication and distribution on that auspicious occasion. The chosen author was to perform the task alone and without any diminution of his teaching load. This information soon prompted him to seek the aid of other teachers on the campus in preparing the work for publication. On their assurance of help he obtained permission from President Donovan to make the history a collaborative task with him as editor of, and contributor to, the volume.

The Editor determined forthwith the manner of treatment of the subject and made assignments of chapters to his collaborators. The economic depression, however, soon discouraged the completion of the task, and the plan to observe the twenty-fifth anniversary of the founding of Eastern was abandoned sine die.

Early in 1935 the administrators of the College decided to observe, in 1936, the thirtieth anniversary of the establishment of Eastern. The Editor soon resumed the preparation of a history in the manner in which he had proceeded five years earlier. Nothing interfered this time, and **Three Decades of Progress: Eastern Kentucky State Teachers College**, a 365-page book, was ready for distribution by commencement late in May, 1936. The appearance of the work was the most important and enduring feature of the anniversary celebration at that time.

As the fifth progressive decade of Eastern passed the college administration decided again to observe the anniversary of the founding of the institution. A volume to be **Five Decades of Progress: Eastern Kentucky State College** was planned for publication. The same person became the Editor and contributor as in the preparation of **Three Decades of Progress**. He proceeded as earlier and made assignments, in January and February, 1955, of chapters which appear in Part I (except Music) of the volume. Some time later the Editor recommended to the faculty the subject matter that appears in Part II of the book. New assignments were made and the preparation of the history continued.

In planning **Five Decades of Progress** it seemed advisable to omit the treatment of certain subjects covered in **Three Decades of Progress**, the most important of which were the alumni of the College. The number of graduates had become so large that an

Alumni Directory was considered necessary. This work was prepared by Mrs. Mary Frances (McKinney) Richards, the longtime Executive Secretary of the Alumni Association of Eastern, and her assistant, Mrs. Frankie Deniston. The 190-page Directory was ready for distribution early in 1957.

The history is not complete in every detail. Nevertheless, it reveals in a large measure the most important phases of the life and growth of the College from its infancy to its present full grown condition—from 1906-7 when it was hardly a college, until it began conferring degrees in 1925 and arrived at its current standing with a magnificent physical plant, with an enrollment of more than 2700 (September, 1957) college students, and with 595 graduates (bachelors and masters) in the two classes of 1957. Moreover, the preparation of the history has given the forty writers of the chapters an opportunity to survey the development of the college and to evaluate the elements that contributed to the progress of the institution during its first half century of existence. Such knowledge will surely stimulate a desire, both individual and collective, on the part of members of the faculty and the administration to build more wisely on the foundation of past achievements and perforce continue to progress during succeeding decades. The “Diamond Jubilee” and “Century of Progress” histories that **Three Decades of Progress** and **Five Decades of Progress** will make most probable in 1982 and 2007, will doubtless indicate a greater growth and efficiency because of these publications of 1936 and 1957. Such periodical histories of all educational institutions of learning should be encouraged. They would be influential factors for progress that otherwise might not exist. Even business corporations often publish histories of their growth and services for the same obvious reasons that Eastern produces **Five Decades of Progress**.

The Editor acknowledges the worthy contributions to the volume by the many writers and appreciates their assistance in reading the first proof. President O'Donnell has approved every chapter. Professor William L. Keene has been most generous with his time in reading proofs, aiding in preparing the index, and giving counsel in maturing certain details in the late preparation of the manuscript for publication. Dr. Smith Park and Professors William Stocker and John Rowlett prepared maps for two chapters. The Editor's wife has rendered appreciable service in preparing the manuscript for the final printing and in the preparation of the index.

With contributions from so many sources, containing varied styles of composition, the volume does not present the desirable format that a one-person authorship would likely have produced. Some chapters indicate subheadings, while others remain without divisions. Capitalization and punctuation are not entirely uniform, due to variety in composition, even though the Editor tried to produce an approved uniformity. Nevertheless, information is conveyed so simply that readers should have no difficulty in easily understanding the context of the volume.

The numerous illustrations are intended to supplement the chapters. They enhance the value of the book in a manner that words cannot convey, and are well worth the additional cost of producing the publication. Many persons, deceased and living, deserve the honor of having their personalities thus portrayed. Of course, not every worthy item could be used; a line of choice had to be drawn, and some members of the faculty and their special interests are regrettably omitted.

Special recognition for aid in producing illustrations is due several persons. The Photo Club of the College, sponsored by Dr. Harvey H. LaFuze, and the photographers of Richmond, Ru Bee and William Ed. Stanifer, should thus be recognized. Likewise Mrs. Lillian Smith Chestnut, Mrs. Rice Woods, Mrs. W. Rodes Shakelford, Mrs. Henry White, Mrs. John J. Greenleaf, Mrs. A. B. Carter, Mrs. W. A. Ault, Mrs. Earle B. Combs, Mrs. E. C. McDougale, Mrs. Melvin E. Mattox, Mrs. G. M. Brock, Mrs. R. A. Edwards, all of Richmond, made contributions. Mrs. Thomas H. Pickels of Mt. Sterling, Mrs. Hugh McLellan of Winchester, and Mrs. Homer E. Cooper of Berea submitted likenesses of their deceased husbands. Mr. Eugene Keith of Louisville loaned a photograph of his mother, the late Mrs. Charles A. Keith. There are other sources of illustrations, like the College **Milestone**, that might be mentioned in this appreciation. And in this connection, Miss Lois Colly, Secretary to President O'Donnell, should be mentioned.

Finally, Eastern Kentucky State College ventures to offer **Five Decades of Progress** as a fair statement of the progress the administration and faculty have made in performing the services expected of Eastern when the school was created some fifty years ago. The volume is therefore sincerely and humbly submitted to the citizens of Kentucky, who have so nobly supported the College and who are doubtless proud of their higher institutions of learning.

J. T. D.

September 19, 1957

FIVE DECADES OF PROGRESS

EASTERN KENTUCKY STATE COLLEGE

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CHAPTER I

THE FOUNDING OF EASTERN

By Jonathan T. Dorris

The Educational Improvement Commission¹

In 1904 the teachers of Kentucky, after sixty-five years of agitation, took a definite and effective step toward developing sufficient sentiment to cause the General Assembly at its next session to establish a permanent and adequate system of public normal schools. In fact, other improvements in the school system of the Commonwealth were contemplated when the Kentucky Educational Association, meeting at Maysville in June, created a committee to consider the organization of an Improvement Commission to promote a better educational program in the State. The following April, Superintendent of Public Instruction, James H. Fuqua, called a conference of educators and other citizens at Frankfort to consider similar plans. The outcome of this meeting was a committee to confer with the one appointed at Maysville.

These committees recommended to the Kentucky Educational Association, at its annual meeting at Mammoth Cave in June, the organization of an Educational Improvement Commission. The primary purpose of this body was "to conduct an educational campaign in order to create public sentiment and stir public enthusiasm in favor of thoroughly trained and equipped teachers for the Public Schools of the Commonwealth; [in favor of] a system of State Normal Schools, as the necessary measure of training and equipping teachers for higher professional service; [in favor of] better school houses and better equipment for them; [and in favor of] longer terms and larger salaries for teachers."² The joint committee also recommended the creation of a "State Central Committee of citizens and teachers" to be composed of three persons from each of the eleven Congressional districts of the State. The purpose of this body was "to cooperate with the District Educational Associations . . . , with the County Associations and Institutes, with County Superintendents, and with other Educational bodies

¹ A much more definitive account of the establishment of Eastern may be found in *Three Decades of Progress: Eastern Kentucky State Teachers College*, by members of the faculty, Jonathan T. Dorris, editor, published in 1936. The account here is largely excerpts from that chapter. See the second paragraph in the division on "Organization and the Legislation of 1908" near the end of this chapter in *Five Decades of Progress*. Chapter I of *Three Decades of Progress* is an account of "Teacher-Training in Kentucky prior to 1906" by Mrs. Mabel Pollitt Adams.

² See the *Southern School Journal* for 1905, especially the September number.

and officials, in creating popular interest in Education, in Kentucky."

The Mammoth Cave Convention created an Executive Committee of five to act for three years as an advisory council to the officers of the Educational Commission. This committee was authorized to define the policies, to outline the administration, to control the finances, and to nominate the officers of the Commission. It was also to prepare a constitution and by-laws for the Commission to be ratified by the Association at its annual meeting in June, 1906.

The State Central Committee of thirty-three, with perhaps one exception, was composed of two prominent laymen and one outstanding schoolman from each Congressional district. With this organization the Kentucky Educational Association launched perhaps the most important campaign for the improvement of education that has ever been conducted in the State. This movement increased in magnitude until, under the able direction of Superintendent J. G. Crabbe (1908-1909), it was characterized as a "whirlwind educational campaign."

The immediate program of the Commission, as outlined by the Executive Committee, was the distribution of literature, "showing the condition of Kentucky as compared with other states of the Union"; the sending of "speakers to various localities to arouse the people"; and the keeping of "a strong Legislative Committee before the next General Assembly to fight for State Normal Schools and other measures looking to the educational uplift of the Commonwealth." It also utilized the press to great advantage in promoting its program. The Committee deemed it necessary at the outset to make it plain as to why the Commission was formed. An article in the *Glasgow Times* was given as "very nearly" expressing its sentiments. It stated in part:

We find that Kentucky is one of the two states of the Union that does not maintain a system of State Normal Schools . . . ; that there are only three states in the Union that show a greater percentage of ignorance among their white population; that less than one-half of our pupil children are attending any school whatever; that there is a very small percentage of the total school fund of the State raised by local taxation; that our State is not keeping pace with the other States of the South in the great educational wave that is sweeping the country; . . . and that public sentiment on educational matters is at a very low ebb and needs arousing.

The objectives of the Mammoth Cave Convention were highly commendable. Apparently they included every immediate and remote need in the field of popular education. Not only were adequate teacher-training institutions, supported by the State, determined upon as an immediate goal, but the development of a highly professionalized and well-paid body of teachers, unhampered by "partisan politics, sectionalism, and personalities," was also contemplated. Further, a more efficient administrative system, devoid of nepotism and the menacing and pernicious evils attending

the existing three-member trustee system of rural teacher appointment, was an ultimate objective.

The magnitude of the task which the educational forces of the State had undertaken in 1905 required considerable funds. Voluntary subscriptions exceeding five hundred dollars were raised at the Mammoth Cave Convention. Soon thereafter county teachers associations made contributions. A total of \$1,058.00 came from the nine counties of Warren, Barren, Monroe, Mercer, Elliott, Rowan, Owen, Pike, and Washington. During a tri-county institute at Frankfort \$350.00 was raised, each of the thirty teachers of Woodford County giving three dollars and their superintendent twenty from their small salaries; and thus a fairly large sum was placed at the disposal of the Commission.

The work done by the educational forces of the State from June, 1905, until January, 1906, was considerable. The press was utilized and nearly two-hundred newspapers devoted space to the program, some setting "apart a column or two for school news exclusively." Laymen spoke and wrote and teachers worked unceasingly. *The Southern School Journal*, published at Lexington by Rice S. Eubank and Thos. W. Vinson and edited by J. C. Willis, continued to utilize every means possible to increase sentiment favorable to the Commission's objectives. The service rendered by this "Official Organ of the Kentucky State Board of Education" can hardly be overestimated. For months before the Mammoth Cave Convention its pages had given pictures and articles about public normal schools in other states. This glowing information aroused much interest in the subject. More than half of the *Journal's* pages in the December (1905) issue were devoted to the need of state normal schools in Kentucky. Articles by educators in other states were certainly helpful to the cause, but it was the efforts of Kentuckians that accelerated the movement and crystalized public sentiment to the point where victory was certain. Two laymen deserve special mention — Judge W. M. Beckner of Winchester and Judge M. C. Saufley of Stanford. Their scholarly articles in the *Southern School Journal* surely had great influence upon those whose support was uncertain.

Judge Beckner's interpretation of Section 183 of the State's constitution to mean that the General Assembly was under obligations to establish normal schools to "provide for an efficient system of Common Schools throughout the State" was the most important. And, coming from such source (Beckner had helped to make the constitution) this opinion had a telling effect on the members of the coming session of the State Legislature.

Judge Saufley also discussed the constitutional phase of the question. He stated that the constitution of 1850 was not mandatory in requiring an efficient public school system. It merely provided that "the 'Common School Fund' shall be held inviolate 'for the purpose of sustaining a system of common schools'." The organic law of 1850, he stated, did "not declare what sort of a

system of schools shall be provided, whether good, better, or best; whether it shall be efficient or less than efficient." The Judge declared that this omission had been supplied in Section 183 of the existing constitution. Then after further discussion he stated: "It would seem like a waste of words to remind the Legislature that lawyers, doctors, pharmacists, mine superintendents, and other classes of professional men must be specially educated for their work before practicing for the public. Why should not a school teacher?" he asked. Judge Saufley's scholarly article was indeed a logical argument for a state system of teacher-training schools.

Late in 1905 the Educational Improvement Commission formulated a petition to be presented to the General Assembly when it met in January. About eight thousand copies of it were mailed to as many educators and other citizens, who were instructed to secure signatures and return the papers as soon as possible. In this manner the Legislature was memorialized to enact a law "to provide for the establishment and maintenance of an efficient system of State Normal Schools . . . , for the specific purpose," the petition ran, "of giving such training to the common school teachers of Kentucky as will enable them to make those schools efficient; thus giving to the children of the 'Great Common People' educational advantages in keeping with that of the other States of the South and West, and at the same time enhancing the peace, dignity, and prosperity of this Commonwealth."

The Law Establishing Normal Schools

The General Assembly which convened at Frankfort in January, 1906, will always be eulogized by historians of education in Kentucky. Perhaps no other body of legislators in the State ever responded more heartily to the electorate's demand for improvement in the public school system. The educational forces, of course, were represented at the Capital to influence action on their program, and Superintendent Fuqua voiced their sentiment by including Judge Beckner's able article, already mentioned, in his biennial report to the Legislature, "as a clear and concise statement of the situation and of the State's needs for normal schools."³

Governor J. C. W. Beckham, however, approached the subject rather cautiously. In his message to the General Assembly, he said: "The question of establishing normal schools will be seriously pressed upon your attention, but to do so the money would have to come out of the school fund, for there are no other means now available for such a purpose. If they can be established without seriously trespassing upon the school fund, then I believe it would be a good idea to do so." And on the subject of education in general he advised: ". . . this General Assembly should consider, not the appropriation of more money, but such improvement in the school system as will bring forth more valuable results from the large amount already spent for such purposes."⁴

³ Supt. James H. Fuqua's Report, Dec. 30, 1905, pp. 33-36.

⁴ See *House Journal* for 1906, p. 30; also *Southern School Journal*, Jan. 1906, p. 29.

On January 9, Hon. Richard W. Miller, Representative from Madison County, introduced a bill which the schoolmen had formulated. It provided for three normal schools, each to receive \$50,000.00 for grounds, buildings, and equipment, and \$25,000.00 for salaries and other expenses. The measure divided the State into three districts, naming the counties in each and allowing the board of regents of each to determine the location of their school.

As soon as Miller's measure was referred to the proper committee, objections to its passage began to be made. A recent decision of the Appellate Court had reduced the State's sources of revenue, and, furthermore, \$250,000.00 additional funds appeared necessary to complete the new Capitol then under construction. The normal school bill, therefore, would necessitate more funds than the General Assembly ought to provide at that time.⁵ Moreover, a measure allowing \$50,000.00 for the normal department of the State College (now the University of Kentucky) was before the Legislature.

Since it appeared that the General Assembly could hardly afford to make sufficient appropriations for three (or even two) normals, sentiment for only one developed rapidly. Soon a bill embodying this opinion began to take form, and it appeared that the school would be located at Bowling Green, for that city offered the State the plant of the Southern Normal School, operated there by H. H. and T. C. Cherry. Naturally, it was apparent that a state school would be so valuable an asset to any community that the Legislature should expect cities to bid for its location. Thus only a small appropriation would be necessary in 1906 to establish a normal school.

Bowling Green, however, had a worthy rival for the State's favor. Richmond had expected, before the Legislature convened, to get one of the schools contemplated. Soon after the Civil War the Southern Presbyterians had established in this city an institution called Central University. Much against the wishes of the people of Richmond this school had been united with Centre College at Danville in 1901. The plant of Central University, therefore, was available for a normal, and it was indeed significant that a graduate of this defunct institution introduced the bill to establish three such schools in the State.

Miller soon became anxious over the fate of his measure and especially the probability of the establishment of only one normal and its location at Bowling Green. His fears were shared by others in Madison County, and Hon. Jere A. Sullivan and Hon. W. Rodes Shackelford, of Richmond, soon arrived in Frankfort to aid him. Henceforth, this triumvirate of old Central University graduates and other prominent citizens of Richmond, many of whom were also graduates of Central University, played a conspicuous role in the movement to establish teacher-training schools in the Commonwealth. And it should be borne in mind that these men

⁵ Lexington Herald, Feb. 8, 1906, an article: "Why Richmond's Proposition for a Normal School Should be Accepted."

were determined to have the normal, if there were to be only one, located in Richmond.

Sullivan soon pronounced Miller's bill as not worth revision and began to prepare another measure. Feeling the need of a competent schoolman's aid, he invited President H. H. Cherry of Bowling Green to assist him. While Sullivan was working on his substitute bill, Shackelford was lobbying among members of both Houses to get Richmond chosen as the site of the school. At that time only one was contemplated and its location was likely to be determined by the General Assembly.

The political set-up at Frankfort, apparently, was more favorable toward Bowling Green than toward Richmond. Shackelford soon recognized this and recommended "a compromise by having two normals, one at Richmond and one at Bowling Green." It so happened that the late Dr. R. N. McCormack, Secretary of the State Board of Health and a resident of Bowling Green, had attracted Sullivan's attention by his earnest advocacy of Bowling Green as a location for the one normal school then under consideration. On Shackelford's suggestion, Sullivan invited Dr. McCormack to his room in the old Capital Hotel and proposed to him that the substitute bill provide for two normals. Dr. McCormack agreed to the proposition and the two men made "an offensive and defensive alliance as to two normals . . . to last through that legislature and all future time." The important part of the agreement, of course, was that one of the schools would be located at Bowling Green and the other at Richmond. The substitute bill, therefore, named each of these cities "as the location of one of the two normal schools to be established."⁶

At this point Judge Anthony R. Burnham of Richmond, Judge Louis McQuown of Bowling Green and H. H. Cherry were invited to pass upon the constitutionality of the measure. Upon being assured that the bill was satisfactory, Sullivan determined to get Governor Beckham's approval before submitting it to the Legislature. Owing to certain political rivalries between the Governor and Hon. James B. McCreary of Richmond, Sullivan deemed it prudent to get a mutual friend to interview Governor Beckham. Thereupon he wired Judge John M. Lassing of Covington, another graduate of Central University, to come to Frankfort. Judge Lassing adjourned his court, came to the Capital, and secured the Governor's approval of the bill. Beckham recommended, however, that the two cities should not be named in the measure, for the inclusion would eliminate the consideration of other places and thereby arouse such opposition that the bill would probably be defeated. The Governor also assured Sullivan and Miller that they might approve the members of a commission which he would appoint to select locations for the two schools.⁷

⁶ Article by Hon. J. A. Sullivan, *RICHMOND Pantagraph*, July 16, 1926.

⁷ *Ibid.*

⁸ *House Journal*, 1906, pp. 92, 516, 585, 1173, 1183. See a long article on "The College and the State Normal School" by President Arthur Yeager, of Georgetown College, in the *Southern School Journal*, June, 1906.

The bill was modified as Beckham recommended and passed the House by unanimous vote on March 2. The Senate ignored a recommendation by the private colleges of the State that the proposed schools be confined only to the preparation of teachers and passed the bill unanimously on March 6.⁸ On March 21, it received Governor Beckham's signature and became a law.⁹

The salient features of the law were:

(1) The establishment of two institutions to be known as "The 'Eastern Kentucky State Normal School', to be located in Normal School district No. 1, and the 'Western Kentucky State Normal School', to be located in Normal School district No. 2, the boundaries of which" were fixed by a commission appointed by the Governor.

(2) The object of the schools was stated to be the fulfillment "of section one-hundred and eighty-three of the Constitution of Kentucky, by giving to the teachers of the Commonwealth such training . . . as may be deemed necessary by the Normal Executive Council, hereinafter created . . ."

(3) There was to be a Board of Regents for each of the schools, consisting of five members, four of whom were to be appointed by the Governor, and the fifth the Superintendent of Public Instruction, who should be chairman of each board.

(4) "In order to enable the Boards of Regents to carry out the provision" of the law \$10,000.00 was appointed "to be divided equally between the two Normal Schools . . . for the purpose of equipping suitable buildings, improving grounds, etc., and the sum of forty thousand dollars (\$40,000.00) annually, to be divided equally between the two schools for the purpose of defraying the salaries of teachers and other current expenses . . ."

(5) Each county in a district was entitled to a free scholarship for "one white pupil for every five hundred and fraction thereof over two hundred and fifty, of white children" in the county. Pupils refusing to sign an agreement to teach in the public schools of the State not fewer than two years upon an elementary certificate or three years upon an advanced certificate must pay the fees and tuition prescribed by the Board of Regents.¹⁰

Richmond Chosen

As has already been stated, certain citizens of Richmond determined early to get a normal for their fair city, whether three, one or two were established. Even before the General Assembly met, the gift of the plant of old Central University to the Commonwealth as an inducement to secure the location of the school was considered. In August or September (1905) the young county superintendent of schools of Madison County, Hon. John Noland, a graduate of Central University and later a member of the Board

⁸ *Senate Journal*, 1906, pp. 996, 1121. It is interesting to note that Hon. J. W. Cammack, one of Eastern's regents from 1906 until his death, was a member of the Senate in 1906.

¹⁰ This agreement to teach is no longer required and free tuition has always been allowed. The district feature of the law was respected until 1922, when two other teachers colleges were established.

of Regents of Eastern, suggested to Superintendent Fuqua, the possibility of securing this property without any cost to the State.¹¹ The plant belonged to Walters Collegiate Institute, which operated an academy there.

Soon after the normal school situation arose the Richmond Commercial Club became very active. This organization immediately undertook the task of influencing the Institute to offer its property to the State without cost on condition that a teacher-training school be located in Richmond. The Club also directed the city's efforts to influence the Legislature, and later the Commission, to accept this proposition. On the evening of the very day (January 9) Miller introduced his normal school bill in the House the Secretary of the Commercial Club recorded in his minutes: "The Normal School question was discussed and it was explained that with our excellent representation in the present Legislature . . . we should be able to make a fine fight for the location of one of the branch school."¹²

Again on January 25 the Club called a mass meeting of the citizens of Richmond in the Courthouse "for the express purpose of arousing public interest . . . to secure the location of . . . the State Normal School to be established by the present Legislature." The handbill announcing the meeting stated: "Richmond has more to offer than any of her rivals, but it is absolutely necessary that our advantages be properly placed before the Legislature . . ."¹³ The *Richmond Kentucky Register*, edited by Thos. H. Pickels, another graduate of Central University, in reporting this meeting the next day announced the appointment of a committee to go to Frankfort "to sound the temper of the Legislature and to boom the location for this city." At that time only one school was expected to be established, and the *Register* further stated: ". . . Richmond's chance is to have the name of this city inserted in the bill."

The committee appointed by the Commercial Club were active until their objectives were achieved. The work of some of the members has already been noted. The services rendered by Rev. Hugh McLellan¹⁴ and Clarence E. Woods deserve special mention. Rev. McLellan was active at the outset in enlisting the Commercial Club in the cause. With Mr. Sullivan he addressed a teachers' meeting at Frankfort in behalf of Richmond's offer to secure the school. He also appeared with Mr. Sullivan before the joint educational committee of the House and Senate for the same purpose. This, of course, was before the substitute bill was introduced. Suffice it to say further that Rev. McLellan was a tower of strength in the cause until the goal was attained.

¹¹ Mr. Noland and the late Judge W. Rodes Shackelford read and approved this chapter before its publication in 1936.

¹² Ms. in the writer's possession.

¹³ Handbill in the writer's possession.

¹⁴ Rev. McLellan was the pastor of the First Christian Church of Richmond. Later he was pastor of the First Christian Church of San Antonio, Texas, for eighteen years and ended his ministry as pastor of the First Christian Church in Winchester, Kentucky.

As Mayor of Richmond, Mr. Woods was naturally a leader in the movement to secure a normal for his city. His activity as secretary of the Commercial Club was useful to the movement. At the most opportune time he appeared in Frankfort with scores of pictures of everything of interest in Richmond which might influence members of the Legislature to vote to locate the normal school in Richmond. All this material was placed on an entire side wall of the famous old Capital Hotel under the caption: "What Richmond Offers Free of Cost to the State for a Normal School." This display contained a pamphlet the cover page of which announced:

What Richmond Offers

A ready-made Normal School Plant.
A Main College Building Seating 800; worth \$60,000.
A Dormitory, 35 rooms; worth \$30,000.
A Gymnasium Worth \$5,000; fully equipped.
An Athletic Field. A Grand Stand.
A City with a College and School Spirit.
A Railroad Center—The most accessible point to the majority of Kentucky Teachers.
All this we offer Free, constituting the most liberal and economical proposition ever made to the taxpayers of Kentucky.

The pamphlet gave information concerning Madison County, the city of Richmond, the grounds and buildings of Central University, special description being made of the main college building, the dormitory, the gymnasium, the athletic field and the campus. One paragraph setting forth Richmond's offer stated:

The property above described, is well worth the sum of \$150,000 and could not, considering building, walks, drives, shade trees, etc., be reproduced for that sum after years of labors, and the Trustees of Walters Collegiate Institute offer it to the Commonwealth of Kentucky, to be used as a Normal School, if the General Assembly of Kentucky will locate such a school at Richmond . . .¹⁵

"The completeness of the display, its eloquent appeal, and the total absence of any such spectacular display from Bowling Green," the other strong contestant for the one school then contemplated, "spoke vastly more powerfully than all . . . the handbills distributed by" Richmond's rival.¹⁶ Naturally the Madison County delegation was highly pleased with the interest occasioned by their effort and returned home more confident than ever that victory would ultimately be theirs.

It should be noted in passing that Richmond was recognized at the outset as a probable site for one of the normal schools. Certainly those who were familiar with the sundry aspects of the movement to establish the schools appreciated the value of Richmond's offer, the potency of that city's leadership in the General Assembly, and the tremendous activity and resourcefulness of others from Madison County who were enlisted in the cause. And all along the effectiveness of the efforts of the sons of old Central

¹⁵ Pamphlet in the writer's possession.

¹⁶ Letter by Clarence Woods to the writer, August 31, 1935.

University was clearly evident on every hand. These able gentlemen were determined to obtain a higher institution of learning to take the place of their alma mater, whose loss they had not yet ceased to mourn. With one of their number the author of the bill to establish the schools; with another advocating the measure as a member of the lower House; with a native citizen of Richmond and friend of the University in the Senate; with graduates and students of the school living in Richmond and working to get the normal; with other alumni elsewhere working for them; and finally with the Governor an early student of Central University, Richmond was certain to be an ultimate choice.

On April 12 the seven Commissioners, appointed to select locations for the two schools, organized at Frankfort and gave notice "to all localities . . . desiring . . . either of the two normal schools . . . to send in writing proposals of suitable sites . . . to the chairman of the commission . . . on or before May 7 next."¹⁷

Before determining the sites for the two schools the Commission visited the towns offering inducements for the locations. In anticipation of such a visit Richmond made considerable preparation in order to appear at its best. On April 24 Mayor Woods issued a long proclamation appealing "to all citizens to do their part in placing our fair city in proper condition to receive this distinguished body of men . . ." He advised in detail a thorough cleaning up and redecoration of the town and published nine of the city's ordinances providing for proper sanitation and the elimination of nuisances, "an inexcusable disregard of which" would "be punished as provided" therein.¹⁸

Apparently the citizens did as their Mayor advised and put the city in readiness to receive the Commission. Central University buildings and grounds were given special attention, the campus being put in order by workmen of the Richmond Water and Gas Company.

The Richmond *Register* stated: "The visitors were surprised at our great inducements, saying that the half had not been told them. The hospitality and cordiality of our receptions likewise touched them deeply and there is no doubt . . ., that when they meet for final business next Monday Richmond will be rewarded as she should." And here the Central University graduate, Editor Pickels, wrote triumphantly in his paper: "We'll get ours all right and Danville can have Central University, and welcome. For we've got a much bigger thing."¹⁹

On May 7 the Normal School Commission met in Louisville to consider the selection of sites for the two normal schools. Apparently the task was easy, and Bowling Green's and Richmond's respective offers of property worth \$125,000 and \$150,000 were readily accepted; and thereby these two cities became the locations of the two teacher-training schools.

¹⁷ Southern School Journal, May, 1906.

¹⁸ Richmond Climax, April 26, 1906.

¹⁹ Richmond Kentucky Register, May 4, 1906 (clipping).

The *Louisville Courier-Journal* also stated: "The Commissioners were greatly impressed with the fact that Richmond and Madison County jointly support a splendid infirmary commonly known as the Pattie A. Clay Hospital, the gift of B. J. Clay, Minister to Switzerland [1905-1910]. This noble institution is a feature of the county of Madison that greatly adds to the advantage of Richmond as the home of students, where in illness they may receive medical or surgical attention . . ." ²⁰

Not all the property of Central University passed at this time to the State. The Trustees of Walters Collegiate Institute retained some of the property valued then at about \$25,000, "in view of the fact that some of those who had made donations to the school" might "bring suit for recovery of their gifts, not wishing them to pass into the hands of the State."²¹ Subsequently the State purchased this property for \$10,000.

Organization and the Legislation of 1908

There had been some apprehension manifested all along that state normal schools would compete seriously with certain other institutions of higher learning in the State. This opposition, however, had not been strong enough to muster a single vote in the General Assembly against the enactment of the law. Apparently the opposition came from two sources, namely, those few who felt that the preparation of teachers at public expense should be done by the normal department of the State College and those who feared that the normal schools would ultimately encroach upon the field enjoyed by the private colleges of the Commonwealth.

Soon after the appointment (May 9, 1906) of the Regents of the two schools those of the Eastern district elected Ruric Nevel Roark president. Dr. Roark had gone before the general assembly in January, 1904, in an attempt to secure legislation to establish a normal school independent of the State College, now the University of Kentucky. For sometime he had been head of the normal department of the State College. Believing, however, in a special professional institution for the training of teachers, he sought the enactment of a law to create a normal school. President Patterson of the State College opposed such legislation, and Dr. Roark failed in his attempt. He resigned his position as head of the normal department of the State College and left Kentucky. It was after the failure early in 1904 to secure the higher institution of learning for the training of teachers that the Kentucky Educational Association created the Educational Improvement Commission to encourage the sentiment which resulted in the creation of the two normal schools in 1906. (President Patterson also opposed this legislation, according to Judge Sullivan.) It was fitting indeed, therefore, that the Regents of the school in Richmond should invite Dr. Roark to become its president.

²⁰ Other papers also emphasized the service the infirmary would likely render the students attending the school in Richmond.

²¹ *Courier-Journal*, May 8, 1906.

On June 11, President Roark and his board met in Sullivan's office in Richmond and tentatively determined the organization of the school. On June 13 "Superintendent Fuqua, at the direction of the Regents, made formal application to Auditor S. W. Hager . . . for the \$5,000 appropriated . . . for equipment and repairs." This application was met by an injunction filed by the attorneys of one R. A. Marsee, a very small property owner of Bell County, whom the opposition had persuaded to file papers in the Franklin County Circuit Court enjoining the auditor from payment on constitutional grounds.

Judge R. S. Stout denied the injunction (July 20, 1906), and when the constitutionality of the law came before him, he decided in favor of the schools (September 27). On December 18 the case was taken to the Court of Appeals, which affirmed the opinion of the Circuit Court (April 24, 1907).²² The position taken by the plaintiff was founded on section 184 of the State's constitution which in part provides:

No sum shall be raised or collected for education other than in common schools until the question of taxation is submitted to the legal voters, and the majority of the votes cast at said election shall be in favor of said taxation: Provided, the tax now imposed for educational purposes, and for the endowment and maintenance of the Agricultural and Mechanical college, shall remain until changed by law.

The appellant, therefore, set forth the contention that the normal school was "not within the term 'common schools,'" and "that the education of teachers should be limited to the A. & M. College [the State College] because that is the only institution having normal teaching, which is expressly authorized by the constitution to receive aid from the Legislature."

The counsel for the appellee (Judge Jere A. Sullivan, then one of Eastern's Regents, was a member) had little difficulty in proving their position. They called attention to the fact that Marsee, whose mountain land was valued at \$300, would pay less than one cent additional tax under the operation of the law. They also noted that no other citizen had joined the appellant in the case. Furthermore, they easily convinced the Court that the law was constitutional, to wit:

Normal schools are among the institutions for which, under the proviso of section 184, of the constitution, the legislature is authorized to make appropriations without submitting the question to a vote of the people; and therefore, the act under discussion must be held valid.²³

Soon after Judge Stout's denial of the injunction the Regents of the two schools met in joint session at Frankfort (July 25, 1906) and directed their presidents to proceed at once to organization. Preliminary steps in this direction had already been taken by the Normal Executive Council in a meeting at Bowling Green. The Eastern Regents acted on the assumption that the law establishing

²² See John Grant Crabbe, *Biennial Report of the Superintendent of Public Instruction*, 1909, p. 56.

²³ *Kentucky Reports*, 1907 (Vol. 152), *Marsee vs. Hager*, State Auditor, etc.

the normals would be declared valid and instructed their treasurer, Hon. R. E. Turley of Richmond, to borrow \$5,000 to prepare for the opening of school. The time was short, but September 11 was set for the beginning of the Model School.

The task ahead of President Roark included the selection of a faculty, the repair of the buildings, the purchase of supplies, the provision of offices, the announcement of courses of study, and the perfection of other details of organization. Late in August he moved into an office on the campus and began the direction of numerous activities from that vantage point. But in spite of his strenuous activity, repairs "had to proceed while the school was being organized and the sounds of the recitation and the carpenters' hammers" intermingled throughout the school year — a condition, it might be said, that has existed much of these Five Decades of Progress at Eastern.²⁴ The Model (grade) School opened in September, as planned, and on January 15, 1907, the Normal School (the College) proper began to function.²⁵

At last Kentucky had two normals; but there was much dissatisfaction with a situation that seemed to cause these schools to work at cross purposes with the State College (now the University of Kentucky). Furthermore, conditions at Eastern (and Western too) demanded considerable funds for more buildings and equipment and for larger dormitory accommodations. In recognition of these and other conditions, Dr. E. E. Hume, Chairman of the Executive Committee of the Educational Improvement Commission, called a meeting of representatives of the three schools and the Federation of Women's Clubs at Louisville on November 19, 1907. The purpose of the conference was to determine a common program in approaching the General Assembly, which was to meet in January. In fact, the educational forces of the State had formulated much legislation for this session of the Legislature.

As far as the three higher institutions of learning were concerned, the conference planned to change the status of the State College to the condition of a State University, "and as a prerequisite to its becoming a university in fact sub-freshman work was to be eliminated as rapidly as possible." This condition would react to the advantage of the normal schools, which were seeking students below the college level. The normal department of the University was to be elevated to the position of a department of education. Furthermore, the three schools agreed to unite in pressing the Legislature for considerable funds to carry out their respective programs. A committee was created to promote these and other educational measures before the General Assembly.

This session of the Legislature was far more generous than the one in 1906. Its response to the demands of the teachers was most gratifying. The State University was created and given

²⁴ John Grant Crabbe, *Biennial Report* for the two years ending June 30, 1909, p. 58.

²⁵ The Western Normal opened the first Monday in January, 1907, a few days earlier than Eastern. It is interesting to note that Dr. H. L. Donovan, President of Eastern from 1928 to 1941, was the first student to enroll in Western.

\$200,000 for buildings and equipment and each normal received \$150,000 for the same purpose.²⁶

Much more valuable school legislation was obtained at this session of the General Assembly. Jere A. Sullivan and Anthony Rollins Burnam of Richmond succeeded R. W. Miller and Curtis F. Burnam, respectively, in the House and Senate in 1908. These gentlemen had been elected for the expressed purpose of getting the much needed appropriations. Mr. Sullivan deserves credit for successes in the House. Mr. Burnam exercised much influence in the Senate, but his most worthy service was rendered in influencing Governor Willson to sign the appropriation bill.

As far as Eastern was concerned the appropriation meant an enlarged school plant, the assurance of permanence, and a greater capacity of usefulness. Furthermore, from the precedent set, Kentucky could expect to develop in less than three decades a system of teacher-training institutions equal to any others of similar status in America. Moreover, it might be said that in less than twenty years the General Assembly established (1922) two more such schools (one at Murray and the other at Morehead) on a college level and allowed the State University a college of education.

It will soon be a century and a quarter since Superintendent Joseph James Bullock of Kentucky recommended (1838-1839) "one or more normal schools for the purpose of training the sons of the soil for teaching . . ." ²⁷ Although his prayer was not answered for more than three score and five years, there exist today (1957) in the Commonwealth facilities for the training of teachers that excel anything that he or his immediate successors ever hoped for. And truly it may be said that Eastern is spreading a gospel of education for teachers throughout Kentucky and the Nation at large that merits the fullest measure of appreciation and support.²⁸

²⁶ *Ibid.*, p. 339.

²⁷ See Barksdale Hamlet, *History of Education in Kentucky*, p. 18-19, for paragraphs from Bullock's report on the condition of education in Kentucky. Actually this *History of Education in Kentucky* was prepared by T. J. Coates, then in the Department of Education at Frankfort and later President of Eastern, 1916-1928.

²⁸ See *Three Decades of Progress* for a chapter (XV) on "Central University," which is a shorter account of the University in the *Register of the Kentucky Historical Society* for 1934.

SOME FOUNDERS OF EASTERN

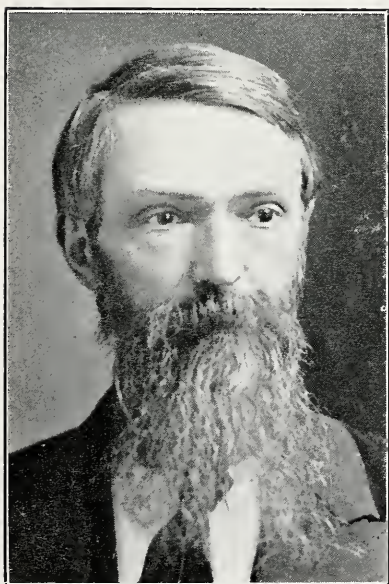


Hon. Jere A. Sullivan



Hon. Richard W. Miller

From a copy of the *Cream and
Crimson*, C.U.'s Annual for 1900.



Hon. Curtis Field Burnam



Judge W. Rodes Shackelford

From a portrait in the Madison
County Circuit Court Room.



Rev. Hugh McLellan

The courtesy of Mrs. Hugh McLellan of Winchester.



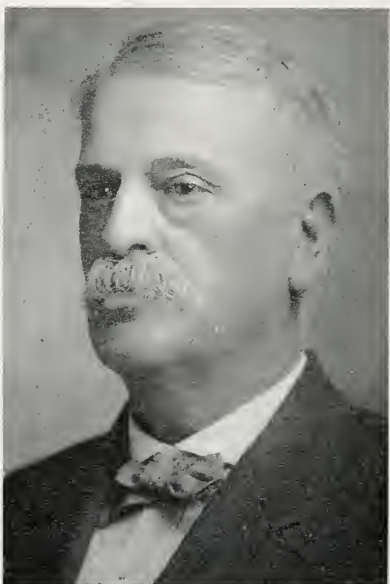
Mayor Clarence E. Woods

The courtesy of Mrs. Rice Woods of Richmond.



Sen. James W. Cammack

Member of the Board of Regents, 1906-1939.



Judge Anthony Rollins Burnam

The courtesy of Mrs. John J. Greenleaf of Richmond.



Hon. John Noland

Member of the Board of Regents,
1932-1938.



Editor Thomas H. Pickels

The courtesy of Mrs. Thomas H.
Pickels of Mt. Sterling.



Gov. J. C. W. Beckham

From a portrait in Beckham Hall.



Supt. J. H. Fuqua

First Chairman of the Board of
Regents.

CHAPTER II

BUILDINGS AND GROUNDS

By Smith Park

"All the earth's resplendent beauty
Nature gathered here,
Rolling lawns and trees and grasses
On the hillsides fair."

In its buildings and grounds Eastern has one of the most beautiful and complete campuses of any of the small colleges in the South if not in the nation. Its terrain is of the rolling bluegrass so typical of that famous area of central Kentucky; its native trees consisting of oaks, maples, dog woods, red buds and many other species are reminders of the wonders found by the pioneers as they explored the "Great Meadow"; its buildings of red brick construction are of varied types of architecture, but considered all together give a feeling of unity and warmth to the student or to the casual visitor.

From its modest beginning of 23.1 acres donated by Walters Collegiate Institute in a deed which reads in part, ". . . in consideration of the establishment at Richmond, Kentucky, of one of the two Normal Schools . . ." and "Central University unites in this conveyance for the purpose of consenting thereto, and does hereby release lien which it retained upon said property . . .", the campus area proper and college farm have grown by the addition of ten parcels of land until at present they encompass 224.7 acres of well-kept fertile soil. Table I in conjunction with the General Plan drawing shows the gradual development of the campus with the areas, grantors, dates and costs of the different boundaries.

On the land donated by Walters Collegiate Institute were located the University Building, Old Memorial Hall, which has been replaced by new dormitories, and a little gymnasium, which burned Friday, August 28, 1920. Other buildings made available by lease and later by purchase were the old Industrial Arts Building located where the Student Union now stands, and four brick cottages known as "faculty row." Of the original four cottages only two now stand, one the home of the Superintendent of Buildings and Grounds and the other used by the Home Economics Department as a demonstration home.

Table II lists the main buildings with approximate dates of construction, original costs and total cost to date. In 1908 an appropriation of \$150,000.00 was made by the state from which Roark Building, the front section of Sullivan Hall and the Power Plant

were constructed under one contract. The annex to Sullivan Hall was built in 1912. In 1954 Sullivan Hall was renovated and made suitable for the return in 1955 of the women students, who had been forced to yield the space to men due to the large influx of veterans after World War II.

Sullivan Hall, the two units of Burnam which were constructed in 1921 and 1926, with the enlargement made in 1939 are the present abodes of the women students to the number of 528.

Old Memorial Hall was demolished and replaced by Beckham, McCreary and Miller Halls in 1938. Keith Hall was started in 1954 and has recently been completed to house in a most ample manner 173 men students. Its design and construction have incorporated all modern developments in dormitory construction. These halls with the space under the stadium, Stateland Hall and barracks makes it possible to house 476 men on the campus.

There are at present 123 cottages used by married couples. The demand is so great that many more could be used.

In 1912, the Thompson Burnam property on the northwest corner of the campus was added as a home for the President. This beautiful building was erected in the 1880's as a home for the chancellor of Central University. Within its walls seems to linger with the passage of time the hospitable atmosphere of the "Old South" and the visitor never leaves without feeling that his life has been enriched by such surroundings.

The original Gibson tract contained 176.63 acres of which 28.0 acres were sold to the Richmond Cemetery Co. for \$8,540.00. This purchase combined with several smaller ones given in Table I produce the total of 224.70 acres.

After the little gymnasium on the original tract burned another wooden one was built in 1922 south of the site of the old one. This proved insufficient for the athletic needs of the College and consequently in 1930 the beautiful Weaver Health Building was constructed with swimming pool, hand-ball courts and other modern facilities. As time passed and the athletic program grew it became necessary to enlarge the basketball floor to take care of the demand for tickets and the addition was constructed in 1948. This improvement, with Hanger Stadium constructed in 1935, a new baseball field on the Bond tract used first in 1955 and five hard surfaced tennis courts give facilities sufficient to take care of the athletic program for the foreseeable future.

The Coates Administration Building was constructed in 1926 to satisfy a long-felt need for adequate space for the administration. This was followed in 1929 by the Hiram Brock Auditorium. It has a seating capacity of 1,800 and with its recent redecoration it is one of the most beautiful auditoriums to be found.

The gem of all the structures, however, is the Keen Johnson Student Union Building. It is of the Georgian style, sometimes known as the "Williamsburg," as evidenced by the length facing the street; the balustraded clock tower above a classic, dented pediment; the double chimneys at each end; the wide mullioned

windows; and the three spacious portals enveloped with white stone. The inside is no less worthy of description, for one can only admire the marble trim and the black terrazzo floor with counter-sunk mats. On the first floor are the spacious lobby, walnut hall, little theater, faculty club rooms, powder room, offices and committee rooms. On the ground floor are found the bookstore, post-office, grill, recreation rooms and student offices. The entire upper floor is occupied by the dining rooms and kitchen. The main dining room is a stately, awe inspiring, marble hall, where approximately 1000 people can dine at one time. Double rows of Imperial Black columns eighteen feet high support a barrel vaulted ceiling. The entire hall is decorated with soft cream and gray marble. The color scheme of the entire hall is held in natural harmony at all hours by fluorescent lights softly flowing from lovely modern chandeliers. A visit to this building is an aesthetic experience to be long remembered.

For many years there had been a great demand for adequate facilities to house the Science Department, which had been located in old Roark Building. Consequently a most spacious and adequate Science Building was constructed in 1952. The Biology, Physics, and Chemistry Departments occupy the first, second and third floors respectively. With a recent appropriation by the State for additional equipment, Eastern's facilities for science education are in step with the growth and importance of science in present day living. The Museum occupies half of the ground floor and will probably eventually occupy the remaining space now used as classrooms.

Music having been one of the most important factors in Eastern's educational plan is soon to be housed in a most elegant new building located on College Street to the rear of the President's Home. It is now in process of construction and when completed at a cost of approximately \$500,000.00 will adequately house all the musical activities of the School.

The total cost of the college property from the time of the establishment of the School to the present is as follows:

Campus & Grounds	\$ 264,552.35
Buildings	4,554,440.62
Equipment	647,441.83
New Stateland Farm, Buildings & Equipment....	142,024.04
Total	<u>\$5,608,458.84</u>

These figures include general improvements, such as light and heat mains, sewers, gas mains, football field lighting and small miscellaneous buildings, some of which have been removed.

No effort has been spared in the attempt to build the physical plant of the institution to the point that, from the day a Freshman enters until he graduates four years later, he will be surrounded by the beauties of nature in its many moods and by adequate structures to satisfy his every need. Thereby it is the hope and aim of Eastern to produce a citizen for the great Commonwealth of whom all may be proud.

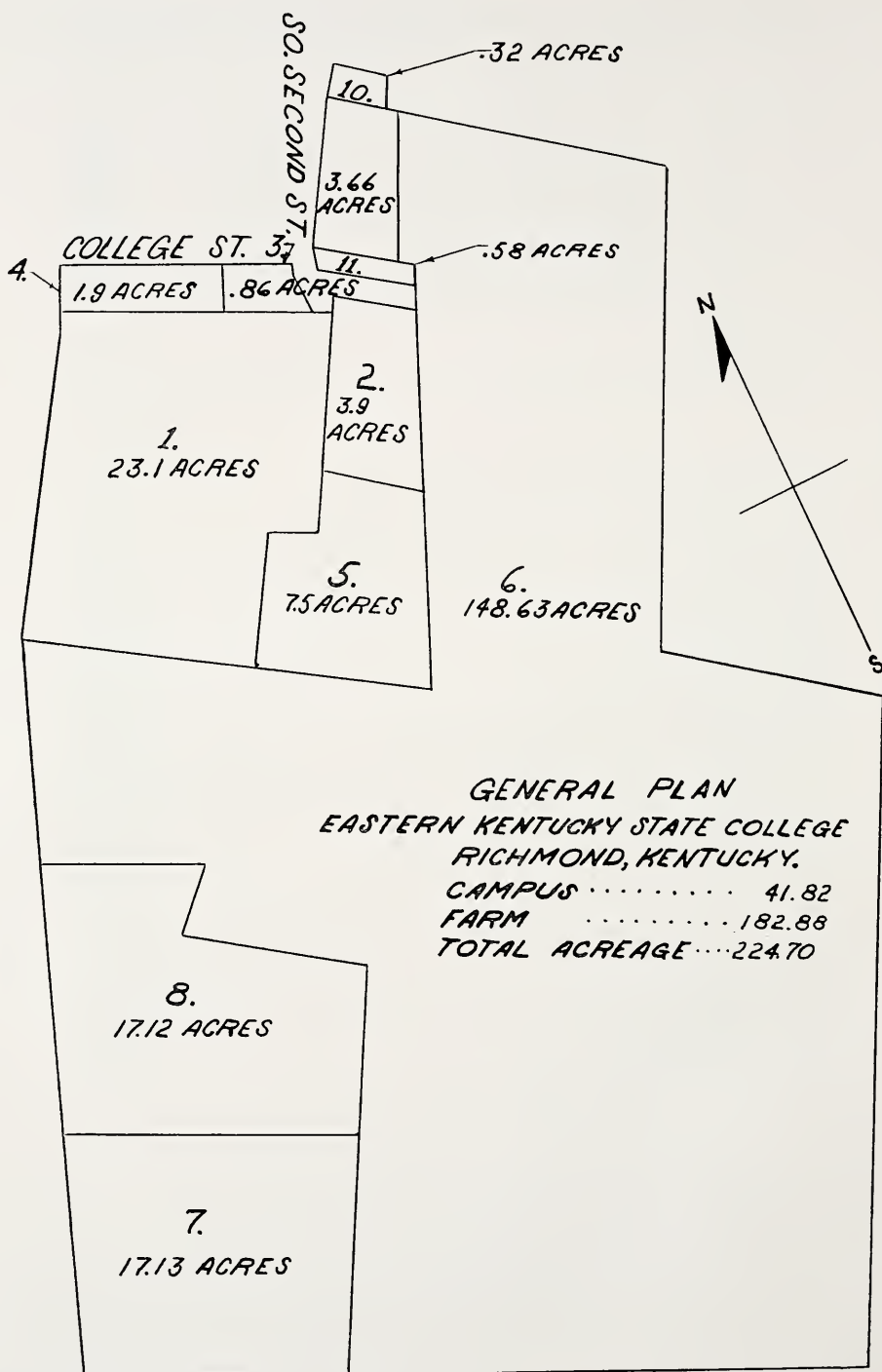
Table I. Sources of Land in Campus, with Costs, Acreages, and Dates of Purchase.

Area	No. Acres	Grantor	Date	
1	23.10	Walters Collegiate Institute	June 6, 1906	Donated
2	3.90	Central University of Ky.	June 8, 1909	\$ 15,000.00
3	0.86	State Bank & Trust Co.	Dec. 16, 1914	550.00
4	1.90	Mr. & Mrs. T. S. Burnam	Apr. 15, 1912	12,500.00
5	7.50	Walters Collegiate Institute	Dec. 30, 1922	10,000.00
6	148.63	John R. Gibson, Estate	Feb. 8, 1923	45,366.35
7	17.13	Mr. & Mrs. Wilson Bond	July 5, 1924	12,250.00
8	17.12	Mr. & Mrs. W. H. Pursifull	Dec. 31, 1928	12,300.00
9	3.66	Mr. & Mrs. A. B. Bennett	May 9, 1927	10,000.00
10	0.32	Mr. & Mrs. Eugene M. Link	Aug. 29, 1940	6,000.00
11	0.58	First Presbyterian Church	Apr. 28, 1938	8,000.00
Totals	224.70			\$121,966.35

Table II. Main Buildings, with Dates of Construction, and Total Costs to the Present.

Date	Building	Total Cost
1906	University Building, Old Gymnasium, Memorial Hall	\$100,747.48
1909	Home Economics House and Home of Superintendent of Buildings & Grounds	17,610.80
1909	Roark Building, Sullivan Hall & Power Plant	150,870.84
1912	Sullivan Hall Annex	34,358.15
1912	President's Home	17,389.84
1918	Cammack Building	67,714.62
1921	Burnam Hall	129,784.66
1921	Memorial Hall Annex	58,872.46
1923	Crabbe Library	67,703.40
1926	Burnam Hall Addition	243,393.15
1926	Coates Administration Building	203,765.96
1929	Hiram Brock Auditorium	156,608.68
1930	Weaver Health Building	204,409.34
1935	Hanger Stadium	44,123.91
1935	Rural School	8,598.34
1938	Crabbe Library Addition	93,813.86
1938	Beckham, McCreary and Miller Halls	176,776.28
1938	Telford Music Building	9,675.33
1939	Fitzpatrick Arts Building	111,326.54
1939	Burnam Hall Annex	48,241.42
1939	Johnson Student Union Bldg.	354,078.28
1945	Veteran's Homes	125,133.01
1948	Weaver Health Building Addition	260,324.73
1952	Science Building	674,382.48
1954	Sullivan Hall Renovated	176,941.80
1954	Keith Hall	534,623.00
1956	New Music Building	575,000.00

LANCASTER AVENUE



1. The President's Home
2. Adminis. Build. and Auditorium
3. The Science Building
4. The Roark Building
5. The Cammack Building
6. Miller Hall
7. Beckham Hall
8. McCreary Hall
9. Keith Hall
10. Memorial Hall
11. Tennis Court
12. Veterans Village
13. Music Building
14. University Building

15. The Library
16. The Health Building
17. The Student Union Building
18. Quansut Building
19. The Stadium
20. Athletic Field
21. Tennis Courts
22. Burnham Hall
23. Sullivan Hall
24. Fitzpatrick Art Building
25. Home Management Building
26. Residence of Supt. of Building and Grounds
27. The Power Plant
28. Telford Music Building
29. College Residence
30. Veterans Village
31. The Shop
32. Amphitheater
33. Parking Lot
34. Baseball Field
35. Parking Lot
36. State of Hall
37. Site of Proposed Dormitory
38. Faculty Row
39. Park Drive

COLLEGE FARM

LANCASTER AVENUE

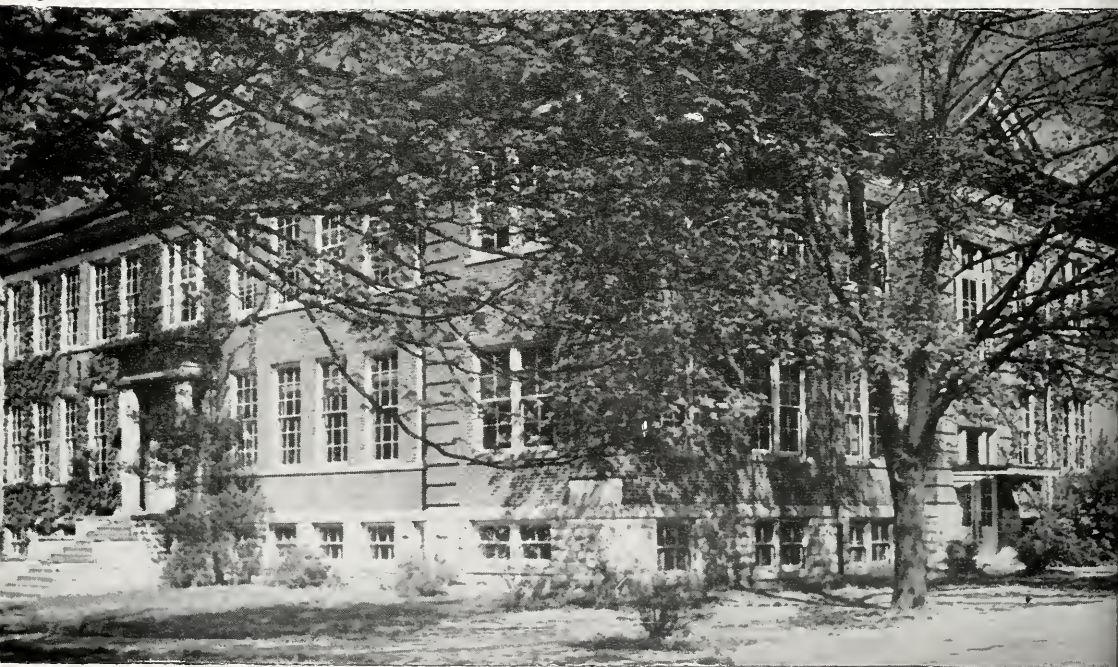
COLLEGE ST.

SECOND ST.

General Plot of Buildings and Grounds



**The Roark Building, built in 1909
The Science Building, completed in
1953, extends from the rear.**



**The Cammack Building:
The Grade Model Training School.**



Burnam Hall, A Dormitory for Women



Sullivan Hall, A Dormitory for Women

CHAPTER III

THE BOARD OF REGENTS

By William F. O'Donnell

Eastern Kentucky State College has been most fortunate in the character and ability of the men who have served on the Board of Regents. The Board from the beginning has consisted of the four appointed members and the State Superintendent of Public Instruction who is ex-officio chairman of the Board.

The legislature in 1956 provided that after April 1, 1957, the Board should have six appointed members, together with the State Superintendent of Public Instruction.

Only twenty-three appointive members and fifteen ex-officio members served on Eastern's Board during the College's first fifty years. All of them have been outstanding business or professional leaders who were devoted to education in general and to Eastern's interests in particular. Eight were lawyers. Seven were business men. There were three bankers, two newspaper editors, two educators and one surgeon.

The names of these men are inseparably connected with the College and they must be given a share of the credit for Eastern's proud position among colleges and teacher training institutions of the United States.

The relatively long tenure of the original Board gave opportunity to organize the new College, to choose carefully its faculty, to outline its objectives, and to chart its course to high service which continues to this day.

The first Board, of which State Superintendent James H. Fuqua was chairman, was appointed by Governor J. C. W. Beckham in 1906. It consisted of Judge J. W. Cammack, P. W. Grinstead, Jere A. Sullivan, and Judge Fred A. Vaughan. Judge Cammack was an able lawyer and later attorney general of Kentucky. His home was in Owenton. He served for a period of thirty-three years, during much of which time he was also secretary of the Board. The Cammack Training School on Eastern's campus was named in his honor.

Judge J. A. Sullivan, a distinguished lawyer, whose home was in Richmond, is remembered not only because of his enthusiastic support of and loyalty to Eastern but also because it was he who, as a member of the legislature, was the author of the Sullivan Act requiring high schools to be established in each county in the Commonwealth for the benefit of the pupils living "in the country." Prior to that time, there were only about one hundred high schools

in the State, practically none of them open to county students except on a tuition basis.

With the growth and development of high schools there was a corresponding increase in the number of graduates who were qualified to enter college. Eastern's enrollment soon reflected these increased opportunities. The Board of Regents recognized Judge Sullivan's devoted service to Eastern by naming Sullivan Hall for him.

The other two members of the first Board of Regents were P. W. Grinstead of Cold Springs, who served eight years, and Judge Fred A. Vaughan of Paintsville, who served ten years. Judge Vaughan served one term as Secretary of State. They attended the Board meetings regularly and brought sound judgment and constructive suggestions to the solution of the many problems which the Board had to consider in connection with the development of the College plant and in adopting long-range policies.

The original Board's first duty was to select a president for the newly established school. Dr. Ruric Nevel Roark, former head of the Normal Department of State College (now the University of Kentucky) was not an applicant for the position but, because of the high esteem in which he was held as one of the greatest educators Kentucky ever had, he became immediately the unanimous choice of the Board of Regents. When informed that he had been elected unanimously as Eastern's first president, he accepted on condition that he be allowed "liberal powers of authority."

It can be said that Eastern's Board of Regents has given "liberal powers of authority" to all succeeding presidents. The presidents, however, have always valued highly the Board's counsel and guidance in administering the policies, rules and regulations of the College. There has been good team work among the Board members and between the Board and the administrators. The team has always been greater than the individual. The College today is the "lengthened shadow" of the thirty-eight men who served as regents during Eastern's first fifty years.

Much could be written in commendation of the contribution made by the regents who served during the first five decades of Eastern's history. All of them deserve special recognition. This is especially true of the regents who were responsible for the building program of the late '30's, when the Public Works Administration made money available on a matching basis for the enlargement of the college plant. Eastern was among the few Kentucky colleges that took advantage of these available funds. It was during this period that Eastern's Board approved the construction of Beckham, McCreary, and Miller Halls, the Fitzpatrick Arts Building, the Keen Johnson Student Union Building, and enlargement of the library. Some of these projects are already debt free. All of them will be free of debt in 1962. The State's appropriation for all of these buildings was only \$150,000. Today these build-

ings, valued at more than \$3,000,000, are a lasting tribute to the Board's leadership and to Dr. H. L. Donovan, who was president at that time.

The regents serve without pay, often at great personal inconvenience and sometimes to the neglect of their private affairs. If they were privileged to add their comment here, they would surely say that they have had great pride and satisfaction in the active part they played in the development of a College which through the years has held high the torch of learning, culture, and opportunity for many thousands of young people who have gone out from Eastern's campus to find a secure place for themselves in the civic, social, religious, professional and business life of the world.

As the first fifty years come to a close, Eastern is privileged to have on its Board Dr. Robert R. Martin, an alumnus of the class of 1934, now State Superintendent of Public Instruction and ex-officio chairman of the Board; H. D. Fitzpatrick, Sr., banker, business and civic leader of Prestonsburg, for whom the Fitzpatrick Arts Building was named; Keen Johnson, former Lieutenant Governor and Governor of Kentucky, now Vice President of a large corporation with worldwide interests (The Student Union Building was named for Mr. Johnson); Judge Flem D. Sampson, former Governor of Kentucky and former chief justice of the Court of Appeals; and Cecil C. Sanders, able lawyer and State Senator, who represents the Board on the Kentucky Council on Public Higher Education.

As the College enters the beginning of its second fifty years, the Board will have for the first time six appointed members, together with State Superintendent Robert R. Martin, who remains as ex-officio chairman of the Board. The new members whose terms began April 1, 1957, are Earle B. Combs, Sr., of Richmond, and Judge Thomas B. McGregor, Frankfort.

Mr. Combs is one of the State's most highly esteemed and best known citizens. While a student at Eastern he entered big league baseball and is known throughout the nation for his long-time connection with the New York Yankees. Judge McGregor is a distinguished lawyer in a city that has many able attorneys. He formerly presided over the Frankfort Circuit Court and for a long time was a member of the State Public Service Commission. Dr. Ernest E. Begley of Hazard was named to fill out the unexpired term of Mr. Fitzpatrick, who died January 17, fifty years almost to the day after the College was opened January 15, 1907.

To these men will fall the responsibility of guiding the College through one of the most difficult and challenging periods of its history. The thousands of prospective students who will be seeking admission to Eastern's dormitories and classrooms are already in graded and high schools. They will move on to college in ever-increasing numbers. Eastern must accept its share of the responsibility of seeing that when these young people are ready for college there will be a college ready for them. So long

as men of ability and vision are appointed to membership on the Board of Regents, the College will continue to hold high the torch that was handed to it fifty years ago.

The appointed members of the Board of Regents, their home addresses, and their terms of service are as follows:

Name	Address	Term of Service
J. W. Cammack	Owenton	June 2, 1906, to Feb. 5, 1939
(Cammack Training School Building)		
P. W. Grinstead	Cold Springs	June 2, 1906, to May 8, 1914
J. A. Sullivan	Richmond	June 2, 1906, to April 26, 1930
(Sullivan Hall)		
Fred A. Vaughan	Paintsville	June 2, 1906, to June 16, 1916
Hiram M. Brock	Harlan	May 8, 1914, to April 26, 1930
		April 27, 1932, to Jan. 10, 1936
(Hiram Brock Auditorium)		
W. A. Price	Corbin	June 16, 1916, to May 15, 1920
Charles F. Weaver	Ashland	May 15, 1920, to Oct. 21, 1932
(Weaver Health Building)		
H. D. Fitzpatrick, Sr.	Prestonsburg	April 26, 1930, to April 27, 1932
		Jan. 21, 1933, to April 1, 1944
		April 1, 1956, to Jan. 17, 1957
(Fitzpatrick Arts Building)		
N. U. Bond	Berea	June 21, 1930, to April 27, 1932
John Noland	Richmond	Aug. 12, 1932, to April 1, 1938
Glenn O. Swing	Covington	April 17, 1939, to April 1, 1944
J. M. Alverson, Sr.	Paris	Sept. 14, 1936, to Dec. 26, 1952
Keen Johnson	Richmond	Sept. 14, 1936, to April 1, 1946
		April 1, 1954, to present
(Keen Johnson Student Union Building)		
O. F. Hume	Richmond	April 1, 1944, to April 1, 1948
E. J. Evans	Paintsville	April 1, 1944, to April 1, 1948
J. C. Codell	Winchester	April 1, 1946, to Oct. 3, 1948
H. Clay Kauffman	Lancaster	April 1, 1946, to Nov. 1, 1950
W. E. Blackburn	Pikeville	April 1, 1948, to April 1, 1956
A. C. Jones	Harlan	April 1, 1948, to April 1, 1956
Leslie O. Gardner	Fort Thomas	April 1, 1949, to April 1, 1950
John S. Juett	Williamstown	April 1, 1950, to April 1, 1954
Cecil C. Sanders	Lancaster	Nov. 14, 1950, to present
Flem D. Sampson	Barbourville	April 1, 1956, to present
Dr. Ernest E. Begley	Hazard	Jan. 26, 1957, to present
Earle B. Combs, Sr.	Richmond	April 1, 1957, to present
Judge T. McGregor	Frankfort	April 1, 1957, to present

CHAIRMEN OF BOARD OF REGENTS

(State Superintendents of Public Instruction)

Name	Term of Service
James H. Fuqua	January 2, 1906, to January 6, 1908
John Grant Crabbe	January 6, 1908, to April 9, 1910
Ellsworth Regenstein	April 9, 1910, to January 1, 1912
Barksdale Hamlett	January 1, 1912, to January 3, 1916
V. O. Gilbert	January 3, 1916, to January 5, 1920
George Colvin	January 5, 1920, to January 7, 1924
McHenry Rhoads	January 7, 1924, to January 2, 1928

W. C. Bell	January 2, 1928, to January 4, 1932
James H. Richmond	January 4, 1932, to January 6, 1936
Harry W. Peters	January 6, 1936, to January 4, 1940
John W. Booker	January 4, 1940, to January 2, 1944
John Fred Williams	January 2, 1944, to January 5, 1948
Boswell B. Hodgkin	January 5, 1948, to January 7, 1952
Wendell P. Butler	January 7, 1952, to January 2, 1956
Robert R. Martin	January 2, 1956, to present

TREASURERS OF THE COLLEGE

Name	Address	Term of Service
R. E. Turley	Richmond	June 2, 1906, to Sept. 13, 1920
		Aug. 14, 1926, to Nov. 27, 1933
Paul Burnam	Richmond	Sept. 13, 1920, to Aug. 14, 1926
		Jan. 1, 1945, to June 30, 1950
Spears Turley	Richmond	Dec. 2, 1933, to Jan. 1, 1945
		June 30, 1950, to present

SECRETARIES TO BOARD OF REGENTS

Name	Address	Term of Service
Fred A. Vaughan	Paintsville	June 2, 1906, to June 16, 1916
J. W. Cammack	Owenton	June 16, 1916, to Jan. 2, 1928
		April 27, 1932, to Feb. 5, 1939
Eleanor Cammack	Owenton	July 6, 1928, to June 1, 1929
L. Katherine Morgan	Richmond	July 1, 1929, to April 27, 1932
		Mar. 4, 1939, to Mar. 1, 1948
Lois Colley	Richmond	July 1, 1948, to present

MEMBERS OF THE BOARD OF REGENTS
(Appointed Members)



Hon. P. W. Grinstead



Hon. Fred A. Vaughan



Hon. Hiram M. Brock



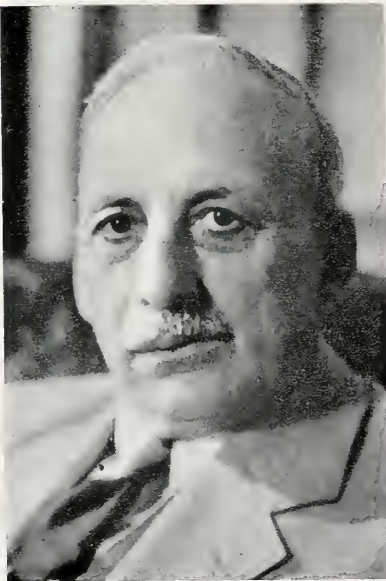
Hon. W. A. Price



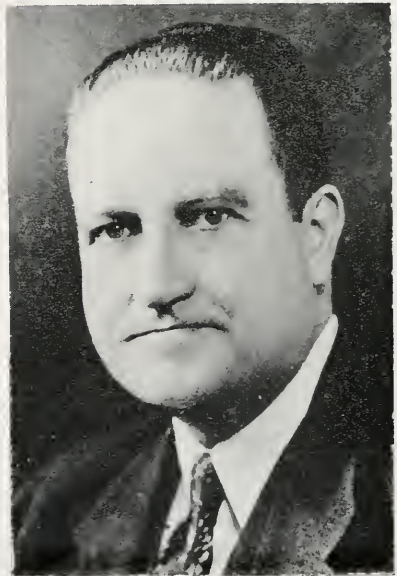
Hon. Charles F. Weaver



Hon. H. D. Fitzpatrick, Sr.



Hon. N. U. Bond



Supt. Glenn O. Swing



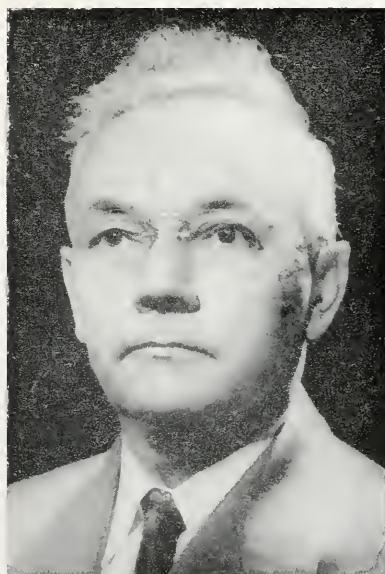
Hon. H. Clay Kauffman



Hon. J. C. Codell



Hon. W. E. Blackburn



Hon. A. C. Jones



Hon. J. M. Alverson, Sr.



Gov. Keen Johnson



Hon. E. J. Evans



Dr. O. F. Hume



Hon. Leslie O. Gardner



Hon. John S. Juett



Sen. Cecil C. Sanders



Gov. Flem D. Sampson



Dr. Ernest E. Begley



Hon. Earle B. Combs, Sr.



Judge Thomas B. McGregor

CHAIRMEN OF BOARD OF REGENTS
(State Superintendents of Public Instruction)



Hon. Ellsworth Regenstein



Dr. John Grant Crabbe
President of Eastern, 1910-1916.



Hon. Barksdale Hamlett



Hon. V. O. Gilbert



Hon. George Colvin



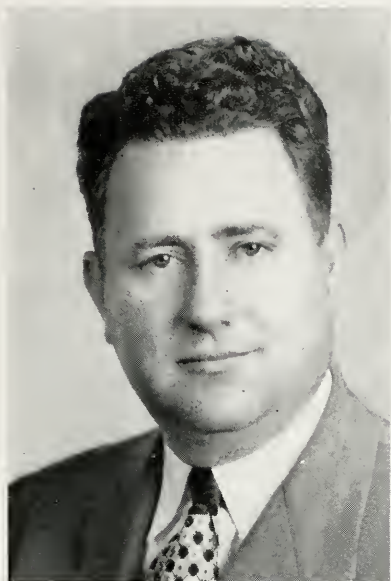
Hon. McHenry Rhoads



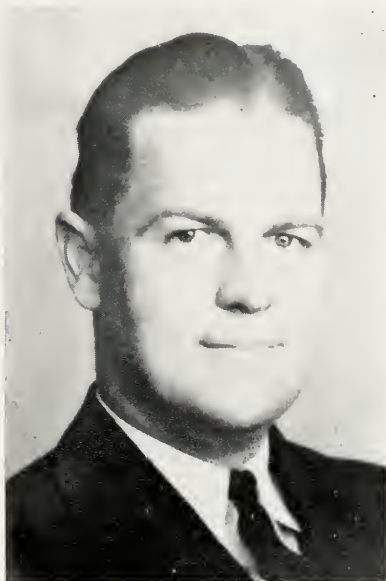
Hon. W. C. Bell



Hon. James H. Richmond



Hon. Wendell P. Butler



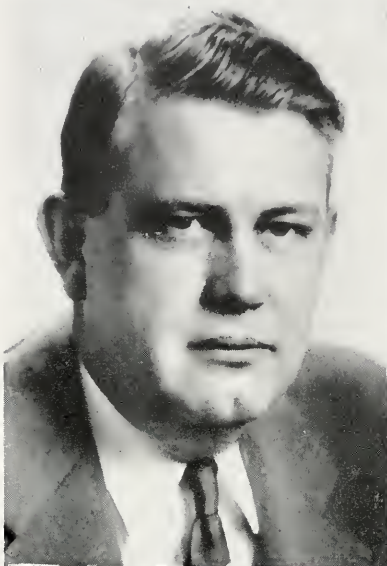
Hon. John W. Booker



Hon. John Fred Williams



Hon. Boswell B. Hodgkin



Dr. Robert R. Martin



Hon. Harry W. Peters



A meeting of the Board of Regents early in 1957 before the appointment of Judge Thomas B. McGregor and Earle B. Combs, Sr. Seated: Sen. Cecil C. Sanders, Dr. Robert R. Martin, and Gov. Flem. D. Sampson. Standing: Pres. William F. O'Donnell, Gov. Keen Johnson, and Dr. Ernest E. Begley.

TREASURERS AND BUSINESS AGENT



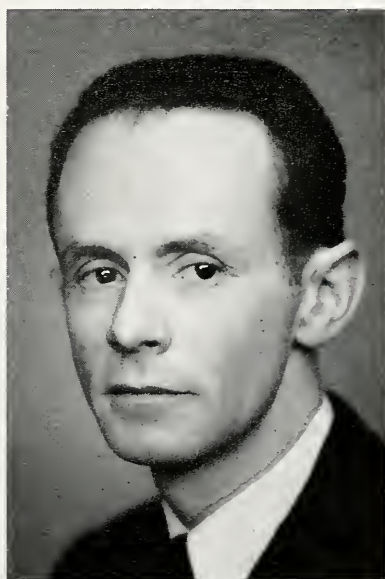
Hon. R. E. Turley, 1906-1920



**Hon. Paul Burnam, 1920-1926,
1945-1950.**



**Hon. Spears Turley, 1933-1945,
1950 to the present.**



**Hon. G. Marshall Brock, various
duties 1918 to 1923; Business
Agent, 1923 to the present.**

CHAPTER IV

THE ADMINISTRATION

By William J. Moore

In this chapter are presented short biographical sketches of those who have served in the chief administrative positions of Eastern since its creation.

Presidents of Eastern

Eastern has had five presidents and two acting presidents. Those who have served as president are Ruric Nevel Roark, John Grant Crabbe, Thomas Jackson Coates, Herman Lee Donovan, and William Francis O'Donnell. Those who have served as acting presidents are Mrs. Mary C. Roark and Homer E. Cooper.

Ruric Nevel Roark

The second item of business for the first meeting of the first Board of Regents of Eastern, held on June 2, 1906, was to tender the presidency of the new institution to Ruric Nevel Roark.

The minutes of that meeting state simply that "The Presidency of Eastern State Normal School was tendered to Dr. R. N. Roark." President Roark served until his death which occurred on April 10, 1909.

President Roark was born in Muhlenberg County, May 19, 1859. He was educated in the common schools of Muhlenberg County, Greenville Academy, National Normal University at Lebanon, Ohio and Clark University. For four years, after his graduation from National Normal University in 1881, he was a member of the staff of that institution.

After leaving the Lebanon institution, President Roark returned to Kentucky and organized the Glasgow Normal School, of which he was the first president.

In 1889 he was elected Dean of the Normal Department of State College, Lexington (now the University of Kentucky). He remained in this capacity until 1905 when he resigned to accept a fellowship at Clark University.

President Roark was author of the following books: *Psychology in Education*, *Economy in Education*, *Method in Education*, and *General Outline of Pedagogy*. He was the author of numerous journal articles.

At State College, Mr. Roark distinguished himself as an able educator and an indefatigable worker. His services as a lecturer and director of teachers' institutes were widely sought, not only in Kentucky but in other states as well. He was an ardent champion for better trained teachers, and his influence was no small factor

in building up sentiment which resulted in the creation of the first two teacher education institutions.

It was President Roark's honor and responsibility to take the leadership to define the goals of the Normal, to outline the course of study, to select a faculty, and to make the new school a successful educational institution. He did his task well.

President Roark died on April 10, 1909, at the rather young age of fifty.

John Grant Crabbe

John Grant Crabbe, Eastern's second president, was a native of Ohio. He was born at Mt. Sterling, Ohio, November 29, 1865, a son of Thomas W. Crabbe and Julia Catherine Baughman Crabbe. He received the A. B. Degree from Ohio Wesleyan University in 1889; the A. M. Degree from Ohio Wesleyan University in 1892; the Ped. M. Degree from Ohio University in 1897; the LL. D. Degree from Berea College in 1909; the Ped. D. Degree from Miami University in 1909; and LL.D. Degree from the State University of Kentucky in 1911.

Doctor Crabbe began his educational career as head of the department of Greek and Latin in Flint, Michigan, Normal College. He was elected Superintendent of the City Schools of Ashland, Kentucky, in 1890, and served in that capacity for eighteen years.

Dr. Crabbe had made an enviable record as Superintendent of Public Instruction. His whirlwind campaigns had served to alert Kentuckians to the importance of public education. Largely through his efforts the county unit law was passed. This abolished an outgrown three-trustee system and started a growth in the schools of the state almost unparalleled in the history of education.

A good deal of the time and energy of Dr. Crabbe, during the early part of his administration at Eastern, was naturally devoted to the matter of perfecting the organizational set-up for the college. Several faculty committees and the office of Dean of the Faculty were created, and the duties of employees of the college were defined in a more definite manner.

From *Three Decades of Progress* published by Eastern Kentucky State Teachers College in 1936 is quote the following:

It was due largely to Doctor Crabbe's leadership that plans were made for developing the library, for the expansion of the curriculum and for the addition of departments of instruction. It was also during his period of service that the student body was greatly increased and the number of faculty members approximately doubled. The maintenance appropriation for the college was increased from \$40 000.00 for the school year 1910-11, the first year of Doctor Crabbe's administration, to \$75,000.00 for the school year 1911-12, the second year of his term. This appropriation continued at the rate of \$75,000.00 per year during the remainder of his administration. The material development and growth of the institution went forward in that the president's home was purchased, an addition to Sullivan Hall was constructed, a farm was purchased, and laboratory and library equipment were added.

Thomas Jackson Coates

Eastern's third President was Thomas Jackson Coates. President Coates was elected on September 5, 1916, began his term of service on September 7 of the same year, and continued as President until his death, which occurred on March 17, 1928.

President Coates was a native of Pikeville, Kentucky, where he was born March 17, 1867. He received his higher education at State College, Lexington, Kentucky, and at the Southern Normal School, Bowling Green, Kentucky, from which institution he received the A. B. Degree in 1904 and the A. M. Degree in 1906. He was a teacher in the rural schools of Kentucky from 1883 to 1889; served as Principal of the Greenville Public Schools and editor of the *Muhlenberg Echo* from 1889 to 1895; was Superintendent of Schools at Princeton from 1895 to 1907, and was Superintendent of Schools, Richmond, from 1907 to 1911.

In 1911 he became a member of the staff of the State Department of Education as a supervisor of rural schools. This position he held until his election to the Presidency of Eastern.

During the administration of President Coates, state appropriations totaling approximately three quarters of a million dollars were secured. It was during his administration that Cammack Building, Burnam Hall, John Grant Crabbe Library Building, and the Thomas Jackson Coates Administration Building were completed.

During President Coates' term of office the curriculum of the college was lengthened from two to four years.

Herman Lee Donovan

Following the death of President Coates, Herman Lee Donovan, a Professor of Education at George Peabody College for Teachers, Nashville, Tennessee, was elected to the Presidency of Eastern. He thus became Eastern's fourth President.

President Donovan was elected on March 26, 1928, and assumed the duties of his office on June 1, 1928. He continued as President until June 30, 1941, at which time he resigned to become President of the University of Kentucky. He was a native of Mason County, Kentucky, where he was born on March 17, 1887. His early education was in the common schools of that county. He attended Western Kentucky State Normal School, 1906-08; received the B. A. degree from the University of Kentucky in 1914; the M. A. degree from Columbia University in 1920; and the Ph. D. degree from George Peabody College for Teachers in 1925. For a while he was also a graduate student at the University of Chicago. In 1933 the University of Kentucky conferred upon him the LL. D. degree.

Dr. Donovan taught in the common schools of Mason County; was a principal of a ward school at Paducah, Kentucky; Superintendent of Schools, Wickliffe; Assistant Superintendent of Public Schools, Louisville; Superintendent of Schools, Catlettsburg; Dean of the Faculty, Eastern Kentucky State Normal School and Teachers

College; and Professor of Education, George Peabody College for Teachers. During his administration Eastern was admitted to membership in the Southern Association of Colleges and Secondary Schools and the American Association of Teachers Colleges. It was during his administration that the institution was organized into divisions of instruction, and graduate work leading to the Master's degree was first inaugurated. It should be said that the divisions of instruction did not function very effectively and that soon after its inauguration graduate work was discontinued by action of the Council on Public Higher Education, only to be reinstated at a subsequent date.

During President Donovan's term of office the so-called "Normal School" was discontinued, thus eliminating teacher education at the secondary level. Model High School was re-established as a school for laboratory purposes, and the departments of art, music, physical education and health, biology, chemistry, geography and geology, physics, and commerce were reorganized. Six important buildings were added to the campus during his administration: Hiram Brock Auditorium, the Weaver Health Building, Beckham, McCreary and Miller Halls, and the Student Union Building. The old University Building was remodeled, the Power Plant was enlarged, a new addition to the Library was built, and the Stadium and the Amphitheater were completed.

William Francis O'Donnell

To succeed President Donovan, the Board of Regents selected William Francis O'Donnell, at that time Superintendent of the Richmond City Schools. The election was on April 4, 1941, and President O'Donnell assumed the duties of his office on July 1, of the same year. He thus became Eastern's fifth President.

President O'Donnell was born at Burnet, Texas, on May 1, 1890, a son of William Francis and Angeline Beasley O'Donnell. He received his elementary and secondary education in the public schools of Texas. In 1912 Transylvania College conferred the Bachelor of Arts Degree upon him, and in 1932 he received the Master of Arts Degree from Teachers College, Columbia University. From Transylvania College he received the honorary LL. D. Degree in 1943. Prior to his election to the Presidency of Eastern, Dr. O'Donnell had experience as Principal of Carrollton, Kentucky, High School, 1912-13; Superintendent of Schools, Carrollton, 1913-26; and Superintendent of Richmond, Kentucky, Public Schools, 1926-41.

When President O'Donnell assumed his duties as Eastern's President the nation was in the midst of World War II and college attendance was at a record low. With the cessation of hostilities, the return to normal life, and the introduction of G. I. Benefits for college students who had served in the Armed Forces, attendance began to increase rapidly and has continued until this writing. Eastern ceased to be a small college and moved into the middle-sized bracket. There were substantial changes in most curricula

of the College and the general educational movement had its impact upon the college. The number of students taking graduate work increased more rapidly than the student body as a whole, owing to the demand for better prepared teachers.

During President O'Donnell's administration, new buildings added are the Science Building; Keith Hall, a dormitory for men; and the new Music Building, now under construction. Buildings which were overhauled or remodeled are Sullivan Hall, University Building, the Power Plant, New Stateland Hall, and Roark Building.

Acting Presidents

On April 16, 1909, Mrs. Mary C. Roark, the wife of Eastern's first President, was elected Acting-President of Eastern. On October 1, 1909, she was elected Dean of Women and served in both the capacity of Dean of Women and Acting-President until April 9, 1910. Upon retiring as Acting-President she continued in the position as Dean of Women until the close of the school year 1914-15.

Mrs. Roark studied at Nebraska University, Oberlin College, National Normal University, and Colorado College. She held the Bachelor of Science and Bachelor of Arts degrees from National University. She taught in National Normal University, Kentucky State College, and was for three years Vice-President of Glasgow Normal School.

Two days after the death of President Coates, Dr. Homer E. Cooper, Dean of the Faculty, was elected Acting-President. He served the College in that capacity from March 19, 1928 to June 1, 1928. He then resumed his duties as Dean of the Faculty, a position that he had held since 1924.

Dr. Cooper was a native of West Virginia. He held the A. B. degree from the University of West Virginia and the Master of Arts and Doctor of Philosophy degrees from Teachers College, Columbia University. It was largely through his efforts as Dean that Eastern was admitted to membership in the Southern Association of Colleges and Secondary Schools.

Dr. Cooper had experience as a rural school teacher for four years; a village supervising principal, three years; Superintendent of Point Pleasant, West Virginia, four years; Superintendent of Bluefield, West Virginia, for four years; head, Extramural Instruction Department and instructor in Educational Administration, University of Pittsburgh, three years; head, Extramural Instruction Department and Assistant Professor of Education Administration, University of Pittsburgh, one year; Superintendent, Maryland Casualty Company Training School, Baltimore, two years.

Deans Of The Faculty

Eastern has had five Deans of the Faculty; namely, Ernest Clifton McDougale, Herman Lee Donovan, Homer E. Cooper, William C. Jones, and William J. Moore. In addition, J. R. Robinson acted as Dean from September 1, 1923, until September 1,

1924, and D. Thomas Ferrell, from January 1, 1945, to March 20, 1945.

Eastern's first Dean, Ernest Clifton McDougale, had been with the institution since its founding. The first Board of Regents was named on May 9, 1906. In the minutes of its first meeting, held on June 2 of the same year, occurs the following statement; "J. W. Cammack was appointed a committee to ascertain whether Professor E. C. McDougale of Henderson, Tennessee, was subject to employment as a member of the faculty of the Richmond State Normal School.' He began his duties as Dean in the fall of 1915. He acted in this capacity until the end of the college year 1921.

Dr. McDougale was a native of Ohio. In 1891 he received the Bachelor of Science degree from the National Normal University. In 1893 the Southern Normal University conferred upon him the degree of Bachelor of Arts. He received the Master of Arts degree from the same institution in 1895, and in 1914, he was awarded the Doctor of Philosophy degree from Clark University.

Prior to his coming to Eastern, Dr. McDougale had had the following experience: Three years, teacher of science in Southern Normal University; five years President, Georgia Robertson Christian College.

Eastern's second Dean was Herman Lee Donovan. At the time of his selection as Dean, April 23, 1921, he was superintendent of the Catlettsburg City Schools. At its meeting on June 29, 1923, the Board of Regents gave Dean Donovan a leave for a year in order that he might take advantage of a scholarship which had been offered him by the General Education Board. Dr. Donovan did not return to the institution as Dean, but accepted a position in George Peabody College for Teachers. Later he was elected President of Eastern. More data concerning him are found in the first division of this chapter.

Upon the resignation of Dean Donovan, Dr. Homer E. Cooper was selected Dean. He began his duties in the fall of 1924 and continued in that capacity until the end of the second semester of 1930-31. For a while Dr. Cooper served as Acting President of the College. Additional data about him are given earlier in this chapter.

The formal office of Dean of the Faculty was discontinued late in the school year of 1930-31, but was reestablished in the spring of 1934, when William C. Jones was elected Dean. He served in that capacity from April 17, 1934, until January 1, 1945, when he resigned to become Dean of the Graduate School of George Peabody College for Teachers. Dr. Jones had been with the institution since 1926, and at the time of his election as Dean was serving in the capacity of Head of the Department of Education and Director of Research.

Dr. Jones received the Bachelor of Science degree from East Texas State Teachers College; the Master of Arts degree from Colorado State Teachers College; and the Doctor of Philosophy degree from George Peabody College for Teachers. His experience

had included instructor in mathematics, Wiley High School, Wiley, Colorado, one year; Principal, Wiley High School, two years; sometime principal of the Normal School, Eastern Kentucky State College.

Dr. William J. Moore was elected Dean of Eastern at a meeting of the Board of Regents held on December 11, 1944, and assumed his duties in this position on March 20, 1945. At the time of his election he was serving as Commissioner of Revenue for the State of Kentucky, having taken a leave of absence from Eastern. He had been with the institution since 1928 and is at present Dean of the Faculty.

Dean Moore holds a diploma from the Eastern Kentucky State Normal School, and the degrees of Bachelor of Arts, Master of Arts, and Doctor of Philosophy from the University of Kentucky. For two years he was a student of the College of Law of the University of Kentucky. His experience includes rural school teaching; principal of the Corinth, Kentucky, Independent Grade School, two years; principal of the Clay County High School, Manchester, Kentucky, four and one-half years; superintendent, Midway, Kentucky, Public Schools, two and one-half years; sometime, Director of Finance, State Department of Education; and sometime, Commissioner of Revenue, State of Kentucky.

Acting Deans

James Russell Robinson was Acting Dean from September 1, 1923, until September, 1924. At that time he held the Bachelor of Arts and Master of Arts degrees from the University of Chicago. He had had experience as teacher in the Walton High School, 1909-10; Caldwell High School, Richmond, 1910-12; and principal, Madison County School, Waco, Kentucky, 1912-18. He had been associated with Eastern since 1918.

Dr. D. Thomas Ferrell served as Acting Dean of Eastern from January 1, 1945 until March 20, 1945, when Dr. Moore assumed the duties of that office. Since that time he has been serving as Head of the Department of Education at Eastern.

Dr. Ferrell holds the Bachelor of Arts degree and the Master of Arts degree from Duke University; the Master of Arts degree from Teachers College, Columbia University; and the Doctor of Philosophy from George Peabody College for Teachers. He has had experience as instructor, American Army Post School; Principal, Alexis Grade School, North Carolina, two years; instructor of history, Trinity Park School, two years; Principal, Bethesda High School, North Carolina, three years; teacher, Eastern Carolina Teachers College, one summer term. He came to Eastern in 1927.

Registrars

The Office of Registrar was created in 1908. Ernest Clifton McDougale was the first Registrar and served in this capacity from 1908 until September 1, 1921. It should be said that only a small

amount of Dr. McDougale's time was devoted to work in the Registrar's Office.

Other data about Dr. McDougale are found in this chapter.

James Russell Robinson was appointed Registrar in 1922 and served in that capacity until September 1, 1925, when he was given a leave of absence to pursue graduate work at George Peabody College for Teachers. He became a member of the staff of that College and eventually its registrar. During Mr. Robinson's tenure, the Office of Registrar was completely reorganized and made an important part of the administrative machinery of the College.

Other data about Mr. Robinson are found in this chapter.

Melvin E. Mattox has served as Registrar since September 1, 1925, until the present, except during the college year 1928-29, at which time he was at George Peabody College for Teachers pursuing graduate work. During the semester and a half he was away that year, W. J. Moore was Acting Registrar.

Mr. Mattox received a diploma from Mississippi State Normal School. He holds the degrees of Bachelor of Science and Master of Arts from Peabody College for Teachers, and has had three additional quarters of graduate work from the same institution. His experience before coming to Eastern consisted of one year as rural teacher; principal of village and consolidated schools for five years; instructor, Mississippi State Normal, two summers; Professor in Education, University of South Carolina, one summer. He was Superintendent of Eastern's Training School for one year.

Director of Student Personnel

In the fall of 1945 the Office of Director of Student Personnel was created and Dr. Noel B. Cuff was elected the first Director. He assumed his duties on September 20, 1945, where he served until his death on December 12, 1954. The position has not been filled.

Dr. Cuff held the Bachelor of Science, the Master of Arts, and the Doctor of Philosophy degrees from George Peabody College for Teachers. His experience consisted of teacher of Spanish, David Lipscomb College, two years; teacher of English, Freed-Hardeman College, one year; Principal of a county high school, Davidson County, Tennessee, two years; teacher of Psychology, Appalachian State Normal School, Boone, North Carolina, two summer sessions; and teacher of Psychology, David Lipscomb College, two years. Dr. Cuff came to Eastern in 1928 and taught Psychology and related subjects prior to his election as Director of Student Personnel.

Director of In-Service Education

D. J. Carty came to Eastern in January, 1948, as Director of Public Relations. His position was later changed to that of Director of In-Service Education. Mr. Carty's early education was in the public schools of Magoffin County, the Magoffin Baptist Institute, and Berea Normal School. In 1926 he received a diploma from Morehead State Teachers College. In August, 1933, he

received the Bachelor of Science degree from Eastern Kentucky State Teachers College; in 1950 he received the Master of Arts degree from the University of Cincinnati. He has had additional graduate work at the University of Kentucky.

Mr. Carty's experience consists of rural school teacher in the Magoffin County Schools; Principal of elementary schools in Harlan, Johnson, and Magoffin counties; teacher in the Shelbyville High School; and Principal of the Royalton High School. He was Superintendent of Magoffin County Schools for fifteen years; Director of Census and Attendance of Education, University of Kentucky, for four summer sessions; Administrative Assistant to the State Superintendent of Public Instruction; and Acting Director of Finance in the State Department of Education.

Deans of Men

Charles Alexander Keith held the Office of Dean of Men from the time it was created in 1921 until he retired from the institution in 1953. At the time of his retirement Mr. Keith was also Head of the Social Science Department.

For some time Mr. Keith was a student at the University of Arkansas and the University of Texas. He was a Rhodes Scholar to Oxford University, England, and received the B. A. and M. A. degrees, Honour Modern History from that university. In 1926 Ohio Northern University conferred upon him the Honorary Doctor of Pedagogy degree. He had one year and two summer terms of additional graduate work at the University of Indiana.

Dr. Keith first came to Eastern in 1912. Prior to his coming to Eastern, he had experience as rural teacher in Arkansas, two years; and Head of the History Department, Little Rock, Arkansas, one year. For a summer term he was Acting Head of the History Department of Western Kentucky State Teachers College, and for a summer term he was lecturer on historical subjects at Ohio Northern University.

Mr. Quentin Begley Keen began his duties as Dean of Men on September 1, 1955. He received his elementary and high school training at Witherspoon College, Buckhorn, Kentucky. He received the A. B. degree from Berea College in 1939, the M. A. degree from Duke University in 1947, and the M. A. degree from Eastern Kentucky State College in 1955. He has additional graduate work at the University of California at Los Angeles. Mr. Keen has had experience as a high school teacher in the Buckhorn High School; high school teacher in the Helix High School, La Mesa, California; Principal of the M. C. Napier High School, Perry County, Kentucky; and Principal of the Leslie County High School, Hyden, Kentucky.

Deans of Women

Dr. Virginia Spencer, Eastern's first Dean of Women, served in that capacity from September 1, 1907, to September 1, 1909. She had received the Bachelor's and Master's degrees from the University of Kansas and the Doctor of Philosophy degree from the University of Zurich.

Mrs. Mary C. Roark was Dean of Women from October 1, 1909, to September 1, 1915. Data about Mrs. Roark has been given earlier in this chapter.

Miss Marie L. Roberts became Dean of Women on September 1, 1915, and continued in that position until September 1, 1932. Miss Roberts was a graduate of Western College for Women, Oxford, Ohio. She had further work in the summer sessions of Columbia University and George Peabody College for Teachers. She had experience as a teacher at Western College, two years; teacher, Ashland, Kentucky, High School; and Assistant Principal of the Ashland High School.

Mrs. Emma Y. Case began her duties as Dean of Women at Eastern on September 1, 1932, and has served continuously since. For some time she was a student at the University of Kentucky. She received the Bachelor of Arts degree from Eastern Kentucky State Normal School and Teachers College, and the Master's degree from George Peabody College for Teachers.

Mrs. Case has had experience as rural school teacher, two years; graded school teacher, two years; teacher, Tucumcari City Schools, New Mexico, one year; and principal of high schools in Kentucky, four years. She first became affiliated with Eastern in 1925.

Business Agents

Ernest Clifton McDougale was Eastern's first Business Agent, which position he held from July 1, 1907, to April 9, 1910.

President Crabbe assigned the duties of the Business Agent to Mr. J. P. Culbertson, who was his secretary. Mr. Culbertson served in this capacity until he resigned on September 1, 1916.

Mr. Frank C. Gentry was appointed Secretary to the President on September 28, 1916, and as Secretary, he served as Business Agent also, except for a brief period during World War I when J. R. Robinson did the work until January 13, 1923.

Mr. G. M. Brock succeeded Mr. Gentry as Business Agent on January 13, 1923, and has served continuously since. Under the leadership of Mr. Brock, the Office of Business Agent has grown into a very important unit of the college.

Extension Department

The Extension Department was organized in 1920. Eight individuals have served as its director. J. R. Robinson was the first director, and he served from 1920 to 1921. Data concerning Mr. Robinson have been given in another part of this chapter.

Mr. Charles D. Lewis served as director during 1921 and 1922. He held the degree of Bachelor of Pedagogy from the University of Kentucky, and the Master of Arts degree from the University of Illinois. He had taught in the Theodor Harris Institute, Pineville, Kentucky; had been an instructor and Professor of Biology, Berea Normal School; and had taught in the summer session of George Peabody College for Teachers.

Mr. R. Dean Squires, who succeeded Mr. Lewis, received his

elementary and secondary education in the public and private schools of Bourbon County, Kentucky. From Central University (united with Centre College in 1901), Richmond, Kentucky, he received the Bachelor of Arts degree in 1901. He had spent three terms at Teachers College, Columbia University.

Mr. Squires had had experience as public school teacher in Montgomery County, Kentucky; Superintendent of Township Consolidated Schools in Indiana; and Superintendent of Carlisle, Kentucky, City Schools.

Mr. Fallen Campbell was director from 1926 to 1928. He was educated in the public schools of Breathitt County, Kentucky, and at Eastern. He had taught in the public schools of Breathitt County and had served as Superintendent of that county. He resigned his position at Eastern to become affiliated with the Kentucky State Department of Education.

Mr. Kerney M. Adams served as director from 1928 to 1932. He received a diploma from the Eastern Kentucky State Normal School and Teachers College; the Bachelor of Arts degree from the University of Kentucky; and the Master of Arts degree from Cornell University. He took additional graduate work at Cornell University and Harvard University. His previous experience had consisted of rural school teaching in Kentucky and teaching history in the Altoona, Pennsylvania, High School. He became head of the history department of Eastern in 1953.

Dr. Richard Elmer Jagers was director from 1931 to 1933. He was a native of Hart County, Kentucky, and held a diploma from Western Kentucky State College. He received the Bachelor of Arts and Master of Arts degrees from the University of Kentucky. In 1930, Cornell University awarded the degree of Doctor of Philosophy to him.

Dr. Jagers had had experience as rural teacher, county superintendent, city superintendent, Principal of Eastern's Normal School, etc. Upon leaving Eastern he became affiliated with the State Department of Education in the capacity of Director of Teacher Training and Certification.

Mr. M. E. Mattox served as director from February, 1933, until January, 1948. Data concerning Mr. Mattox has been given in another part of this chapter.

Mr. D. J. Carty has been in charge of the Extension Department since January, 1948. Data concerning him has been given in another part of this chapter.

Directors of Training or Laboratory Schools

The first Director of the Training School was Colonel Edgar Hesketh Crawford, who served in that capacity from January 1, 1907, to September, 1908. Very little is known about Colonel Crawford other than he seems to have been a graduate of the Baptist College at Bardstown, Kentucky.

The second Director of the Training School was Ira Waite Jayne, who served from September 1, 1908, to May 1, 1909.

Mr. E. George Payne followed Mr. Jayne and served as Director from September 1, 1909 to June 1, 1910.

Mr. Richard A. Edwards began his duties as Director of the Training School on September 1, 1918, and served until he retired in 1953. He was on leave of absence during the college year 1924-25, during which year Mr. M. E. Mattox was acting director. For a number of years prior to his retirement, Mr. Edwards served as Director of the Elementary Training School and Dr. J. D. Coates as Principal of Model High School.

Mr. Edwards received the Bachelor of Arts degree from the University of Kentucky and the Master of Arts degree from the Teachers College, Columbia University. He did additional graduate work at the University of Wisconsin, the University of Minnesota, and George Peabody College for Teachers. He had experience as a rural teacher in Graves and Calloway counties. From 1910-1914 he was Principal of the Trimble County High School and the Bedford Graded School. From 1914-1918 he was Superintendent of the City Schools of Morganfield, Kentucky.

In 1954 Dr. J. Dorland Coates became Director of Laboratory Schools and Principal of the Model High School. Prior to this time he had been Principal of the Model High School.

Dr. Coates received the Bachelor of Science degree from Eastern Kentucky State Teachers College, the Master of Arts degree from George Peabody College for Teachers, and the Doctor of Philosophy degree from Colorado State College of Education. He had additional graduate work at the University of Chicago. Doctor Coates had experience as a teacher in the Consolidated School of Buckeye, Kentucky, teacher of Science at Shelbyville High School, Shelbyville, Kentucky, and as a teacher of Industrial Arts and Science at the Model High School of Eastern Kentucky State College.

Superintendents of Buildings and Grounds

The Superintendent of Buildings and Grounds has general supervision over the maintenance employees of the College and is responsible to the President for the maintenance and repair work.

Mr. R. F. Ramsey was Superintendent of Buildings and Grounds from 1918 to 1922. He was a member of the maintenance staff of the College before assuming the duties of Superintendent of Buildings and Grounds.

Mr. William A. Ault became Superintendent of Buildings and Grounds on March 1, 1922, and served until his retirement on July 1, 1956. He had formerly been in the garage business in Grayson, Kentucky.

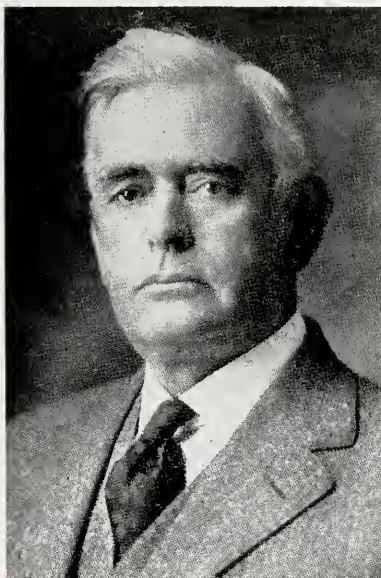


**The Coates Administration Building
The Brock Auditorium is a rear extension**

PRESIDENTS OF EASTERN
(See p. 37 for President Crabbe)



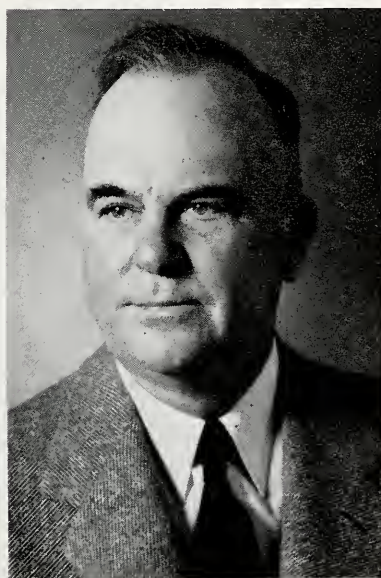
Dr. R. Nevel Roark
President, 1906-1909



Dr. Thomas Jackson Coates
President, 1916-1928



Dr. Herman Lee Donovan
President, 1928-1941



Dr. William F. O'Donnell
President, 1941 to the present.

OTHER ADMINISTRATORS



Prof. Melvin E. Mattox
Registrar, 1925 to the present.



Dr. J. R. Robinson
Mathematics, Extension, Registrar
and History, 1919-1927.



William A. Ault
Supt. Buildings and Grounds,
March 1, 1922 to July 1, 1956.



Miss Marie Roberts
Dean of Women, 1915-32.



Mrs. Emma Y. (Robert P.) Case
Dean of Women, 1932 to the
present.



Miss Mary Floyd
Librarian, 1930 to 1957.

CHAPTER V

THE FACULTY

By William J. Moore

Throughout its fifty years the major function of Eastern has been that of preparing teachers for the public schools of Kentucky. No one can contrast the public schools of fifty years ago with those of today in the Commonwealth without coming to the conclusion that much progress has been made. In this change for the better, Eastern has played a conspicuous part.

Of all the factors responsible for Eastern's contribution to the improvement of education in the State, the faculty must be given first place. Without the unstinted devotion of the hundreds of able men and women who have taught in the classrooms on its campus, Eastern could have made no significant contribution.

Eastern faculty members have always had heavy teaching loads. The institution has never appropriated any considerable amount of money for research; nevertheless, the teaching staff has had among its number many who have made worthwhile contributions in research and writing. To catalog the contributions in this field is not within the scope of this chapter.

An evaluation committee of the American Association of Colleges for Teacher Education made its official visitation to Eastern's campus in the late autumn of 1953. It had many complimentary things to say about the institution and Eastern's faculty. The following are given as typical:

1. The experience of faculty members in public elementary and secondary schools has done much to give a practical slant to instruction in professional courses.
2. Nearly all faculty members belong and a considerable number actively participate in local, regional, state, and national educational organizations. Eastern has a commendable record for leadership in educational matters.
3. Tenure in Eastern provides the security which enables its faculty over a period of years to accumulate a wealth of subject matter information and classroom experience in their respective subject matter areas.
4. A close personal and professional relationship prevails between students and faculty.
5. The great majority of teachers are genuinely concerned about the growth and development of students as people as well as their growth as students and prospective teachers.
6. There apparently is a high staff morale and mutual trust between faculty and administration.

TABLE 1 shows the growth of the faculty in size, by five year intervals, from the college year 1906-07 to the year 1955-56.¹

TABLE 1			
Year	Men	Women	Total
1906-07	9	10	19
1911-12	13	13	26
1916-17	13	20	33
1921-22	18	19	37
1926-27	35	32	67
1931-32	37	41	78
1936-37	44	34	78
1940-41	54	33	87
1945-46	40	34	74
1950-51	54	35	89
1955-56	66	33	99

TABLE 2 shows the academic training, as expressed in degrees held, of the members of the teaching staff of the Eastern Kentucky State College from the college year 1906-07 to 1955-56, inclusive.

TABLE 2					
Number Holding Each Degree					
School Year	No Degree	Bachelors or Equivalent	Masters	Doctors	Total
1906-07	9	6	3	1	19
1911-12	11	12	3	0	26
1916-17	17	12	3	1	33
1921-22	20	9	7	1	37
1926-27	13	34	17	3	67
1931-32	4	19	44	11	78
1936-37	2	7	53	16	78
1940-41	0	11	51	23	85
1945-46	0	6	48	20	74
1950-51	0	10	60	19	89
1955-56	0	7	71	21	99

TABLE 3 gives the academic training, as expressed in percentages by degrees held, of the teaching staff of the Eastern Kentucky State College from the college year 1906-07 to 1955-56, inclusive.

TABLE 3				
Percentage Holding Each Degree				
School Year	No Degree	Bachelors or Equivalent	Masters	Doctors
1906-07	47.3%	31.5%	15.7%	5.2%
1911-12	42.3%	46.1%	11.5%	0
1916-17	51.5%	36.3%	9%	3%
1921-22	54%	24.3%	18.9%	2.7%
1926-27	19.4%	50.7%	25.3%	4.4%

¹The interval from 1936-37 to 1940-41 is a four-year interval.

1931-32	5.1%	24.3%	56.4%	14.1%
1936-37	2.5%	8.9%	67.9%	20.5%
1940-41	0	12.9%	60%	27%
1945-46	0	8.1%	64.8%	27%
1950-51	0	11.2%	67.4%	21.3%
1955-56	0	7%	71.7%	21.2%

Where Eastern Staff Members Received the Bachelor's Degree

The institutions from which the members of the teaching staff of Eastern received the Bachelor's degree and the number of faculty members receiving the degree from each institution are shown in TABLE 4.

TABLE 4

Institution	Number Receiving Bachelor Degree
Eastern Kentucky State College.....	23
University of Kentucky	20
George Peabody College for Teachers	9
Western Kentucky State College	4
Columbia University	3
North Texas State College	3
Berea College	3
Transylvania College	2
Oberlin College	2
Ohio Wesleyan College	2
University of Kansas	2
Bowling Green College of Commerce	2
Colorado State College of Education	1
Duke University	1
Ohio University	1
University of Minnesota	1
Indiana State Teachers College	1
University of Southern California	1
University of Louisville	1
Baldwin-Wallace College	1
Defiance College	1
Denison University	1
DePauw University	1
Eastern Indiana State Normal School	1
George Washington University	1
Heidelberg College	1
Lindenwood College	1
Martha Washington College	1
Maryville College	1
Morehead State College	1
Morningside College	1
Harvard University	1
Newberry College	1
Omaha University	1
Simmons University	1

Simpson College	1
Southern Methodist University	1
Southwestern University	1
State Teachers College (Farmville, Virginia)	1
Taylor University	1
University of Nebraska	1
Westminster College	1

Where Eastern Staff Members Received the Master's Degree

The institutions from which the members of the teaching staff of Eastern received the Master's degree and the number of faculty members receiving the degree from each institution are shown in TABLE 5.

TABLE 5

Institution	Number Receiving Master Degree
University of Kentucky	24
George Peabody College for Teachers	14
Eastern Kentucky State College	13
Columbia University	11
North Texas State College	2
Duke University	2
Ohio University	2
University of Missouri	2
University of Cincinnati	2
Eastman School of Music	2
Ohio State University	2
University of Iowa	1
University of Minnesota	1
Indiana State Teachers College	1
University of Southern California	1
Boston University	1
Bradley University	1
Brown University	1
Drake University	1
Michigan State College	1
Northwestern University	1
University of Arkansas	1
University of Chicago	1
University of South Carolina	1
West Virginia University	1

Where Eastern Staff Members Received the Doctoral Degree

The institutions from which the members of the teaching staff of Eastern received the doctoral degree and the number of faculty members receiving the degree from each institution are shown in TABLE 6.

TABLE 6

Institution	Number Receiving Doctoral Degree
University of Kentucky	5
George Peabody College for Teachers	5

University of Michigan	2
Indiana University	2
New York University	1
Colorado State College of Education	1
Cornell University	1
University of Iowa	1
University of Minnesota	1
University of Denver	1
University of Tennessee	1
Universite de Toulouse, France	1

TABLE 7 gives a distribution of the number of years of service which the present members of the teaching staff of Eastern Kentucky State College have given to the institution.

TABLE 7

Years of Service at Eastern	Number of Staff Members
1	14
2	8
3	4
4	2
5	2
6	3
7	3
8	5
9	5
10	3
11	2
12	0
13	0
14	1
15	0
16	0
17	3
18	1
19	3
20	1
21	0
22	0
23	0
24	1
25	2
26	3
27	4
28	6
29	4
30	7
31	1
32	4
33	2
34	0

Years of Service at Eastern	Number of Staff Members
35	0
36	1
37	0
38	1

Faculty 1955-56

Below are given the names of the faculty of Eastern Kentucky State College for the college year 1955-56, together with academic training and position held.

W. F. O'DONNELL, A. B., M. A., LL. D. **President**

A. B., Transylvania College; M. A., Teachers College, Columbia University; LL. D., Transylvania College.

KERNEY M. ADAMS, A. B., A. M. **Professor of History**

Diploma, Eastern Kentucky State Normal School; A. B., University of Kentucky; A. M., Cornell University; additional graduate work, Harvard University.

MRS. VIRGINIA BLACKBURN ADAMS, A. B., M.A. **Assistant Professor of History; Supervising Teacher, Model High School**

A. B., M. A., Eastern Kentucky State College; additional graduate work, University of Kentucky.

ANNIE ALVIS, A. B., M. A. **Assistant Professor of Elementary Education; Supervising Teacher, Elementary Training School**

A. B., State Teachers College, Farmville, Virginia; M. A., Teachers College, Columbia University; graduate student, University of Chicago.

LANDIS D. BAKER, B. H., M. F. A. **Instructor of Music**

B. M., Heidelberg College; M. F. A., Ohio University.

MRS. MARY EDMUNDS BARNHILL, A. B., M. A., LL. B., **Associate Professor of English**

Diploma, Western Kentucky State Normal School; A. B., University of Kentucky; M. A., Ohio State University; LL. B., University of Louisville; additional graduate work, Ohio State University.

CLIFTON A. BAYSE, B. S., M. S. **Instructor of Physics**

B. S., Morehead State College; M. S., University of Kentucky.

HENRY J. BINDEL, JR., B. A., M. A. **Instructor of Science**

Supervising Teacher, Model High School

B. A., M. A., Eastern Kentucky State College.

J. G. BLACK, B. S., M. S., Ph. D. **Professor of Physics**

B. S., M. S., University of Kentucky; Ph. D., University of Michigan.

MARY BURNAM BRITTAIN, B. S., M. A. **Instructor of Elementary Education; Supervising Teacher, Elementary Training School**

B. S., University of Kentucky; M. A., Eastern Kentucky State College.

****KEITH BROOKS, B. S., M. S.** **Instructor of English and Speech**

B. S., M. S., University of Wisconsin.

PEARL L. BUCHANAN, A. B., M. A. **Associate Professor of English**

A. B., Southwestern University; graduate student, University of Oklahoma and Northwestern University; M. A., George Peabody College for Teachers.

VIRGIL BURNS, A. B., M. A. **Associate Professor of History and Government**

Diploma, Western Kentucky State Normal School; student, Bowling Green Business University; A. B., University of Kentucky;

M. A., Teachers College, Columbia University; additional graduate work, Columbia University.

MARY KING BURRIER, B. S., M. S. Associate Professor of Home Economics
Diploma, Hamilton College; B. S., M. S., University of Kentucky; graduate work, Columbia University, University of Chicago.

JANE CAMPBELL, B. Mus., A. B., A. M. Assistant Professor of Music
B. Mus., Taylor University; A. B., Eastern Indiana State Normal School; graduate work, State Teachers College, Indiana, Pa.; A. M., Columbia University; Ecole Normale de Musique, Paris; student of Nadia Boulanger.

D. J. CARTY, B. S., M. A. Director of In-Service Education
B. S., Eastern Kentucky State Teachers College; M. A., University of Cincinnati.

MRS. EMMA YOUNG CASE, A. B., M. A. Associate Professor of Education;
Dean of Women
Student, University of Kentucky; A. B., Eastern Kentucky State Teachers College; M. A., George Peabody College for Teachers.

RICHARD G. CHRISMAN, B. A., M. A. Assistant Professor of Commerce
B. A., Berea College; graduate student, New York University, University of Chicago, University of Kentucky Law School; M. A., University of Kentucky; additional graduate work, University of Pittsburgh, University of Denver.

J. DORLAND COATES, B. S., M. A., Ph. D. Professor of Secondary Education;
Director of Laboratory Schools
B. S., Eastern Kentucky State Teachers College; M. A., George Peabody College for Teachers; Ph. D., Colorado State College of Education; post-doctoral work, University of Chicago.

JOHN H. COOPER, A. B., M. S. Ed., Dir. H. S. Instructor of Health
and Physical Education
A. B., Simpson College; M. S. Ed, Drake University; Dir. H. S., Indiana University; P. E. D., Indiana University.

MEREDITH J. COX, B. S., M. A. Professor of Chemistry
Diploma, Warren Academy; B. S., M. A., George Peabody College for Teachers; additional graduate work, Columbia University, University of Wisconsin, and Duke University.

FRED DARLING, B. S., M. A. Assistant Professor of Health and Physical
Education; Assistant Football Coach
B. S., M. A., Eastern Kentucky State Teachers College; additional graduate work, University of Kentucky and Indiana University.

JAMES HOMER DAVIS, B. S., M. Ed. Associate Professor of Industrial Arts
B. S., Eastern Kentucky State College; M. Ed., University of Missouri; additional graduate work, University of Kentucky.

ROBERT C. DONALDSON, A. B., A. M., Ph. D. Assistant Professor of History
A. B., A. M., University of Southern California; Ph. D., University of Michigan.

LAURA F. ELLIS, B. S. Instructor of Physical Education
B. S., Eastern Kentucky State College; graduate work, Eastern Kentucky State College.

FRED A. ENGLE, A. B., A. M., Ph. D. Professor of Education
Student, Cumberland College, University of Chicago; A. B., A. M., Ph. D., University of Kentucky.

- D. THOMAS FERRELL, A. B., M. A., Ph. D.** Professor of Education
A. B., A. M., Duke University; M. A., Teachers College, Columbia University; one quarter, Trinity College, Dublin, Ireland; Ph. D., George Peabody College for Teachers; post-doctoral work, University of Chicago.
- WILLIAM E. FITZSIMMONS, JR., B. F. A.; M. M.** Instructor of Music
B. F. A., Omaha University; M. M., Eastman School of Music.
- MARY FLOYD, A. B., M. A., B. S. in Library Service**
Associate Professor of History; Librarian
A. B., Eastern Kentucky State Teachers College; M. A., Teachers College, Columbia University; graduate student, University of Chicago; B. S. in Library Service, Columbia University.
- EDITH G. FORD, B. C. S., A. B., A. M.** Associate Professor of Commerce
Diploma, Louisiana State Normal College; B. C. S., Bowling Green Business University; A. B., George Washington University; A. M., University of Kentucky; student, University of Paris.
- DWIGHT DEAN GATWOOD, B. S., M. A.** Assistant Professor of Art
B. S., M. A., George Peabody College for Teachers; additional graduate work, Ohio State University.
- FREDERIC P. GILES, B. Mus., B. A., Ph. D.** Professor of Art
B. Mus., Southern Methodist University; B. A., North Texas State Teachers College; M. A., Ph. D., George Peabody College for Teachers; additional graduate work, American Conservatory of Music.
- ANNA D. GILL, B. C. S., A. B., M. A.** Associate Professor of Commerce
B. C. S., Bowling Green Business University; student, Chicago Gregg School, University of Wisconsin, and Western Kentucky State Teachers College; A. B., M. A., University of Kentucky; additional graduate work, Columbia University and Colorado State College of Education.
- PRESLEY M. GRISE, A. B., M. A., Ph. D.** Professor of English
A. B., Western Kentucky State Teachers College; M. A., George Peabody College for Teachers; Ph. D. University of Kentucky.
- THOMAS C. HERNDON, B. S., M. A., Ph. D.** Professor of Chemistry
B. S., University of Kentucky; graduate work, University of Chicago; M. A., Ph. D., George Peabody College for Teachers.
- GERTRUDE M. HOOD, A. B., A. M.** Assistant Professor of Health and Physical Education
A. B., Ohio Wesleyan University; A. M., Columbia University.
- SAUL HOUNCHELL, A. B., M. A., Ph. D.** Associate Professor of English
A. B., Denison University; M. A., Ph. D., George Peabody College for Teachers.
- CHARLES T. HUGHES, A. B., M. A.** Associate Professor of Physical Education and Director of Athletics
Diploma, Morton-Elliott Junior College; A. B., University of Kentucky; M. A., University of Michigan.
- RICHARD E. JAGGERS, A. B., A. M., Ph. D.** Professor of Education
A. B., A. M., University of Kentucky; Ph. D., Cornell University.
- MRS. MABEL WALKER JENNINGS, B. S., M. A.** Assistant Professor of Elementary Education; Supervising Teacher, Elementary Training School
B. S., M. A., Eastern Kentucky State College.
- QUENTIN B. KEEN, B. A., M. A., M. A. in Ed.** Dean of Men
B. A., Berea College; M. A., Duke University; M. A. in Ed.,

Eastern Kentucky State College; additional graduate work, University of California at Los Angeles.

WILLIAM L. KEENE, B. S., M. A.

Professor of English

B. S., M. A., George Peabody College for Teachers; additional graduate work, George Peabody College for Teachers.

L. G. KENNAMER, A. B., B. S., M. A., Ph. D.

Professor of Geography and Geology

A. B., Simmons University; student, University of Wisconsin, Vanderbilt University, and University of Tennessee; B. S., M. A., Ph. D., George Peabody College for Teachers.

ELIZABETH KESSLER, B. S., M. A.

Assistant Professor of English

B. A., Newberry College; M. A., University of South Carolina; additional graduate work, George Peabody College for Teachers.

H. H. LaFUZE, A. B., M. S., Ph. D.

Professor of Biology

A. B., DePauw University; M. S., Ph. D., State University of Iowa; additional graduate work, Northwestern University.

CORA LEE, B. S., M. A.

Assistant Professor of English;

Supervising Teacher, Model High School

B. S., George Peabody College for Teachers; M. A., Teachers College, Columbia University; additional graduate work, University of Chicago.

CLYDE LEWIS, A. B., M. A., Ph. D.

Associate Professor of History

A. B., Eastern Kentucky State Teachers College; M. A., University of Cincinnati; Ph. D., University of Kentucky.

JOHN S. LEWIS, A. B., M. A., Ph. D.

Associate Professor of English

A. B., Harvard University; A. M., Brown University; Ph. D., New York University.

PAUL McBRAYER, B. S.

Basketball Coach

B. S., University of Kentucky.

ALVIN McGLASSON, B. S., M. S.

Instructor of Mathematics

B. S., Eastern Kentucky State College; M. S., University of Kentucky.

WILLARD THOMAS McHONE, A. B.

Instructor of Art

A. B., Eastern Kentucky State College; graduate work, University of Louisville.

ALEX GENTRY McILVAINE, B. S., M. A.

Instructor of Commerce

B. S., M. A., Eastern Kentucky State College; additional graduate work, University of Kentucky.

GLENN A. McLAIN, A. B., M. A.

Assistant Professor of History

A. B., Defiance College; M. A., Bradley University; additional graduate work, Boston University.

FRANCES MARIE McPHERSON, B. M., M. M.

Assistant Professor of Music

B. M., Lindenwood College; student, Horner Conservatoire; M. M., Michigan State College; student, Rudolph Ganz.

HENRY G. MARTIN, A. B., M. A., Ed. D.

Assistant Professor of Education;

Director, Elementary Training School

A. B., Berea College; M. A., University of Kentucky; Ed. D., University of Tennessee.

MELVIN E. MATTOX, B. S., M. A.

Professor of Education; Registrar

Diploma, Mississippi State Normal School; B. S., M. A., George Peabody College for Teachers; additional graduate work, George Peabody College for Teachers and University of Kentucky.

MARGARET HUME MOBERLY, B. S., M. B. A. Assistant Professor of Commerce
B. S., Eastern Kentucky State Teachers College; M. B. A., University of Chicago.

WILLIAM J. MOORE, A. B., A. M., Ph. D. Dean of the Faculty; Director of Research; Professor of Economics

Diploma, Eastern Kentucky State Normal School; student, College of Law, University of Kentucky; A. B., A. M., Ph. D., University of Kentucky; post-doctoral work, University of Kentucky and University of Chicago.

WILLIE MOSS, B. S., M. A. Assistant Professor of Home Economics
B. S., Western Kentucky State College; M. A., University of Kentucky.

MRS. JANET MURBACH, A. B., A. M., Docteur de l'universite de Toulouse,
France Professor of Romance Languages

A. B., Oberlin College; student, University of Paris and University of California; A. M., University of Kentucky; Docteur de l'universite de Toulouse, France.

THOMAS E. MYERS, B. S., M. S. Assistant Professor of Industrial Arts
B. S., M. S., North Texas State College.

PAUL C. NAGEL, B. A., M. A., Ph. D. Assistant Professor of History
B. A., M. A., Ph. D., University of Minnesota.

SMITH PARK, B. S., M. S., Ph. D. Professor of Mathematics
B. S., M. S., Ph. D., University of Kentucky.

WILLIS M. PARKHURST, B. S., M. S. Assistant Professor of Education
B. S., M. S., Indiana State Teachers College; additional graduate work, Purdue University.

KERMIT PATTERSON, B. S., M. B. A. Instructor of Commerce
B. S., M. B. A., University of Kentucky.

JAMES L. PEEL, A. B., M. B. A. Instructor of Commerce
A. B., Transylvania College; M. B. A., University of Kentucky.

GLENN E. PRESNELL, B. S. Football Coach
B. S., University of Nebraska.

ELLEN PUGH, A. B., A. M. Assistant Professor of Elementary Education;
Supervising Teacher, Elementary Training School

A. B., Ohio Wesleyan University; A. M., Ohio State University; additional graduate work, Ohio State University and Columbia University.

DENNIS G. RAINEY, A. B., M. S. Assistant Professor of Biology
A. B., Westminster College; M. S., University of Arkansas; additional graduate work, University of Kansas.

ALMA REGENSTEIN, B. S., M. A. Assistant Professor of Home Economics
Supervising Teacher, Model High School

B. S., Eastern Kentucky State Teachers College; M. A., University of Kentucky.

MRS. MARY F. MCKINNEY RICHARDS, B. S., M. A. Associate Professor of Geography

Diploma, Eastern Kentucky State Teachers College; B. S., M. A., George Peabody College for Teachers.

R. R. RICHARDS, A. B., M. B. A. Associate Professor of Commerce

A. B., Eastern Kentucky State Teachers College; graduate student, University of Kentucky; M. B. A., College of Business Administration, Boston University; additional graduate work, Boston University; student, College of Law, Boston University, and University of Southern California.

HAROLD RIGBY, B. S.

Instructor of Music; Director of
High School Band and Orchestra

B. S., Eastern Kentucky State Teachers College; graduate
work, University of Kentucky.

G. GORDON RITTER, B. S., M. Ed.

Director of College Band

B. S., M. Ed., Ohio University; additional graduate work,
University of Michigan.

JOHN D. ROWLETT, B. S., M. S.

Assistant Professor of Industrial Arts

B. S., M. S., North Texas State College; additional graduate
work, Southern Methodist University, North Texas State College.

RUBY RUSH, A. B., A. M.

Assistant Professor of Latin; Supervising
Teacher, Model High School

Graduate, Virginia Intermont College; A. B., University of
Kentucky; A. M., Columbia University.

MRS. MAMIE WEST SCOTT, B. M., M. A.

Assistant Professor of
Elementary Education, Rural Demonstration School

B. M., Martha Washington College; M. A., University of Ken-
tucky; additional graduate work, College of Music, Cincinnati;
University of Tennessee, Columbia University.

MRS. BLANCHE SAMS SEEVERS, B. Mus., A. B., M. Mus.

Assistant Professor of Music

B. Mus., A. B., University of Kansas; M. Mus., Northwestern
University; additional graduate work, Columbia University.

EVELYN SLATER, B. S., M. S.

Assistant Professor of Home Economics

B. S., M. S., University of Kentucky; additional graduate work,
Columbia University.

JAMES G. SNOWDEN, A. B., M. A., Ed. D.

Assistant Professor of Psychology

A. B., M. A., University of Kentucky; Ed. D., Indiana University.

WILLIAM T. SOPER, B. S.

Instructor of Bacteriology and Health

B. S., University of Kentucky; graduate work, University of
Kentucky.

WILLIAM A. SPRAGUE, A. B., M. A., Ed. D.

Assistant Professor of Psychology

A. B., M. A., Colorado State College of Education; Ed. D., Uni-
versity of Denver.

WILLIAM STOCKER, B. S., M. S.

Assistant Professor of Agriculture

B. S., Eastern Kentucky State Teachers College; M. S., Univer-
sity of Kentucky.

****THOMAS STONE, Mus. B., M. M.**

Associate Professor of Music

Mus. B., Oberlin College; additional work, La Follette School
of Music, New York; M. M., Cincinnati College of Music.

VIRGINIA F. STORY, B. S., M. A.

Assistant Professor of Elementary Education;
Supervising Teacher, Elementary Training School

Diploma, Eastern Kentucky State Teachers College; B. S., M. A.,
George Peabody College for Teachers.

WILLARD E. SWINFORD, B. S., M. A.

Instructor in Industrial Arts

B. S., M. A., Eastern Kentucky State College.

JACKSON A. TAYLOR, B. S., M. S.

Instructor in Agriculture

B. S., M. S., University of Kentucky.

IDA PEARL TEATER, A. B., M. A.

Assistant Professor of English;
Supervising Teacher, Model High School

A. B., M. A., Eastern Kentucky State College; additional grad-
uate work, George Peabody College for Teachers.

BROWN E. TELFORD, B. S.

Associate Professor of Music; Teacher
of Piano and Organ

Diploma, Greenbrier College for Women; student, Cincinnati

Conservatory of Music, New York School of Music and Arts, New England Conservatory of Music; B. S., Columbia University.

MRS. JULIAN TYNG, B. S., M. A. Associate Professor of Education

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; graduate work, George Peabody College for Teachers; M. A., Teachers College, Columbia University.

JAMES E. VAN PEURSEM, A. B., B. Mus., M. A. Professor of Music

A. B., Morningside College; B. Mus., Oberlin College; M. A., New York University.

****MRS. VASILE M. VENETTOZZI, B. M., M. M.** Assistant Professor of Music

B. M., Baldwin-Wallace College; M. M., Eastman School of Music.

VICTOR A. VENETTOZZI, A. B., M. A. Instructor of English

A. B., M. A., Eastern Kentucky State College.

SAMUEL WALKER, A. B., A. M., Ph. D. Assistant Professor of Mathematics

A. B., Maryville College; A. M., Ph. D., University of Kentucky.

RALPH A. WHALIN, B. S., M. Ed. Professor of Industrial Arts

B. S., Western Kentucky State Teachers College; M. Ed., University of Missouri; additional graduate work, University of Kentucky.

A. L. WHITT, B. S., M. S. Assistant Professor of Biology

B. S., Western Kentucky State College; M. S., University of Kentucky; additional graduate work, Vanderbilt University.

ARTHUR L. WICKERSHAM, B. S., M. A. Assistant Professor of Mathematics;

Supervising Teacher, Model High School

B. S., M. A., Eastern Kentucky State Teachers College; additional graduate work, University of Kentucky.

M. GLEN WILSON, JR., B. S., M. A. Assistant Professor of English and Speech

B. S., West Virginia Wesleyan College; M. A., West Virginia University; additional graduate work, Ohio State University.

GERMANIA J. WINGO, B. S., M. A. Assistant Professor of Elementary

Education; Supervising Teacher, Elementary Training School

Diploma, Virginia State Teachers College; diploma in critic work, Columbia University; B. S., M. A., Teachers College, Columbia University; additional graduate work, University of Colorado.

****On leave of absence 1955-56.**

Library Staff

MARY FLOYD, A. B., M. A., B. S. in Library Service

Associate Professor of History; Librarian

A. B., Eastern Kentucky State Teachers College; M. A., Teachers College, Columbia University; graduate student, University of Chicago; B. S. in Library Service, Columbia University.

MRS. MARY DICKERSON, A. B., B. S. in Library Science Assistant Librarian

A. B., Centre College; B. S. in Library Science, University of Kentucky.

MRS. LESTER MILLER, B. S., M. A. Assistant Librarian

B. S., M. A., George Peabody College for Teachers.

MRS. NANCY R. PARK, A. B., Cert. in L. S. Assistant Librarian

A. B., North Carolina Woman's College; Certificate in Library Science, George Peabody College for Teachers.

MRS. GUY WHITEHEAD, B. S., B. S. in Library Science

Assistant Librarian in charge of Reference Work

B. S., B. S. in Library Science, George Peabody College for Teachers.

Military Science Staff

LT. COLONEL ALDEN O. HATCH, B. S.

Professor of
Military Science and Tactics

B. S., University of Utah; graduate of the Basic and Advanced Course, Field Artillery School, Fort Sill, Oklahoma; Command and General Staff College, Fort Leavenworth, Kansas. Lt. Colonel Hatch, who had been on duty at the college for four years and had been PMST for one year, departed in August, 1956, for an assignment with U. S. Troops in Germany.

LT. COLONEL EDWIN G. HICKMAN, Artillery.

Professor of
Military Science and Tactics

Graduate of the United States Military Academy, West Point, New York; the Artillery School, Fort Sill, Oklahoma; and the Command and General Staff College, Fort Leavenworth, Kansas. Colonel Hickman arrived in August from a two year tour of duty with the Joint American Military Mission for Aid to Turkey in Ankara to succeed Colonel Hatch.

MAJOR PAUL E. MYERS, B. S.

Assistant Professor of
Military Science and Tactics

B. S., University of Illinois; graduate of the Basic Course, The Infantry School, Fort Benning, Georgia; and the Advanced Officers Course, The Armored School, Fort Knox, Kentucky. Major Myers was assigned to ROTC Duty at Eastern in August, 1955, after completing a three year tour of duty in Germany.

CAPTAIN ERNEST H. MORGAN, B. S.

Assistant Professor of
Military Science and Tactics

B. S., University of Kentucky; graduate of the Basic and Advanced Officers Course, The Infantry School, Fort Benning, Georgia. Captain Morgan was transferred to an assignment in Korea in August, 1956.

CAPTAIN QUENTIN L. HUMBERD, Infantry

Assistant Professor of
Military Science and Tactics

Graduate of the University of Tennessee, Knoxville, Tennessee; The Infantry School, Fort Benning, Georgia; and The Armored School, Fort Knox, Kentucky. Captain Humbert arrived in April 1956 from a two year tour of duty in Japan and Korea with Military Intelligence to succeed Captain Morgan.

The following Non-commissioned Officers are presently assigned to Eastern as Assistant Instructors:

M/Sgt. Joseph T. Barron

M/Sgt. Ralph Johnson

M/Sgt. John F. Sublousky

SFC Henry V. Cantwell

SFC Bailey F. Smith

Sgt. Michael J. Mucio

Faculty Emeriti

G. O. BRYANT, A. B., A. M., Assistant Professor of Mathematics;
Supervising Teacher, Model High School

ASHBY B. CARTER, B. S., M. A., Associate Professor of
Agriculture (deceased)

ROY B. CLARK, A. B., A. M., Ph. D., Professor of English
JONATHAN T. DORRIS, A. B., A. M., Ph. D., Litt. D., Professor of
History and Government; Director of the Museum

RICHARD A. EDWARDS, A. B., A. M., Professor of Education,
Superintendent of Training School

MAUDE GIBSON, Professor of Art

MAY C. HANSEN, B. S., M. A., Associate Professor of Education

CHARLES A. KEITH, B. A., M. A., Ped. D., Professor of History
and Government; Dean of Men

ANNA A. SCHNIEB, A. B., A. M., Ph. D., Professor of Education

ELIZABETH WILSON, B. S., M. A., Assistant Professor of
Elementary Education; Supervising Teacher, Elementary
Training School

Former Members of Eastern's Faculty

Below is given a list of former staff members of Eastern.
Because of incomplete records, some, no doubt, have not been
included.

Adams, Hugh P.	Brock, H. H.
Adams, Mary L.	Bronson, Maurine Maye
Agna, Catherine C.	Brooks, Keith
Albers, Vernon M.	Bruner, James D.
Allen, Jack	Burkich, Mrs. Ruby
Allen, Robert H.	Burnam, Elizabeth
Anderson, Betsy R.	Caldwell, C. E.
Arbuckle, Virginia	Campbell, Fallen
Ashmore, Ben	Carley, Ronald
Atkisson, Harold F.	Carpenter, Flora
Bach, Hallie Day	Carpenter, Katie
Baker, William Bradley	Casey, Jess
Barnard, Ben H.	Cassidy, Elizabeth
Barnes, David	Cherry, Elizabeth
Barnes, Paul A.	Coates, T. J.
Barter, Ada	Coleman, Helen
Bartoo, Harriette V. Krick	Compton, J. O.
Beall, Mary	Comstock, Wallace H.
Bell, Jane	Conklin, Constance
Bennett, Isabelle	Cooper, Homer E.
Billington, Monroe	Cowles, Stuart L.
Bilton, Jean Farland	Cox, Rex W.
Boldrick, Clara	Crabbe, J. G.
Boothe, I. H.	Cuff, Noel B.
Botts, Ethel	Davies, Clara A.
Bowmer, William S.	Davis, Anna Lee
Boyd, Katherine	Deane, Mary B.
Branscome, C. E.	Deniston, N. G.
Bray, Nell Hogan	Derrick, Lucille
Bressie, Lorna	Dettwiller, Daisy D.

Dix, Ruth
 Donovan, H. L.
 Doty, Dabney B., Jr.
 Dozier, Randolph
 Easterling, David M.
 Evans, Laura Katherine
 Farris, Jacob D.
 Fitz, Dord Edward
 Flanagan, Raphael J.
 Foglesong, Margaret
 Ford, William W.
 Forster, Katherine
 Foster, Elinor
 Foster, R. A.
 Fowler, Allie
 Gaines, William Robert
 Gaither, Mrs. Elizabeth Caywood
 Gallaher, Charles W.
 Gilbert, Mary
 Gilkey, J. E.
 Glover, T. Harold
 Graham, Joseph D.
 Green, Louise A.
 Greenleaf, Ida
 Greer, Mrs. Elizabeth S.
 Grinstead, Wren Jones
 Grubbs, Haydon Y.
 Gumbert, George
 Hager, Cyril Francis
 Hammond, Katherine
 Hanson, Eliza M.
 Hardin, Ruth Anette
 Harmon, Ella Maude
 Harris, Betty
 Hembree, George N.
 Hicks, Walter E.
 Higgins, Rogers E.
 Hillegas, M. B.
 Hire, Eleanor Anne
 Hopp, William B.
 Hornback, William B.
 Houchins, Jennie
 Houtchens, Max Henry
 Huckabay, Calvin
 Hughes, Eliza
 Hume, Mrs. Stanton B.
 Hummell, Arnim Dean
 Humphrey, Elizabeth
 Hurst, Jeanie B.
 Jayne, W. L.
 Jenkins, Emerson D.
 Jerner, Eleanor
 Johnson, J. R.
 Johnson, Mrs. J. R.
 Jones, Willard L.
 Jones, William C.
 Keen, Edwin P.
 Kinzer, John Ross
 Koch, John G.
 Kohl, Lilly E.
 Lascoe, O. D.
 Lawrence, A. J.
 Leche, Arthur W.
 Lewis, Charles D.
 Lewis, Hortense
 Lingenfelter, Margaret
 Link, Eugene M.
 Logan, James V.
 Lowry, Louise L.
 Lutes, Mrs. Helen H.
 McClelland, Margaret
 McCoy, Clyde
 McDonough, Robert J.
 McDonough, T. E.
 McDougal, Ernest Clifton
 McGuire, Charlotte Watson
 McKee, Lelia
 McLain, Glenn
 McMillan, Mary
 Maizlish, I. Paul
 Marsteller, William Fish
 Mason, Frances
 May, Gerald
 Mebane, Eleanor
 Meixner, Mary
 Mesner, E. D.
 Meyer, Harvey Kessler, Jr.
 Miller, Charles F.
 Miller, Maud M.
 Miller, Rucie
 Million, Issie D.
 Mimms, Lora B.
 Moore, Bess
 Moore, Dorothy
 Morse, Samuel F.
 Murphy, Edna Lord
 Murphy, Mary C.
 Murray, Mary Lavinia
 Musick, Virginia Anne
 Myers, Nancy

Myers, Shilo Shaffer
Nath, Lawrence H.
Neale, Margaret
Neeley, Winnie Davis
Nettinga, Cornelia
Newman, Frances E.
Noble, Earl T.
Oldham, Jane
Owens, Bess Alice
Pascall, William D.
Patridge, Lelia E.
Pearson, Eugene
Perry, Edson C.
Perry, Ruth
Peterson, Edward N.
Phipps, Frank
Pickett, Mary Smith
Piotrowska, Helena
Pollitt, Mabel H.
Portwood, Alfred E.
Pullen, J. S.
Ralston, Henrietta
Ramey, Murray
Rankin, Rome
Raper, Horace W.
Reeves, William C.
Reid, Mary E.
Rice, Claudia DeWolf
Rice, Jane V.
Rider, Wendell J.
Roark, R. N.
Roark, Mrs. R. N.
Roberts, Katherine
Robinson, J. R.
Rumbold, Dean W.
Russell, Helen H.
Rutledge, Louise
Samuels, T. C.
Schnabl, Henri
Schnieb, Anna A.
Schrivner, Pearl
Schroeter, Frank E.
Scudder, J. W.
Sharon, J. A.

Sharp, J. W.
Simpson, Mariette
Slade, Ethel May
Smith, G. D.
Sorbet, Elizabeth Melanie
Spencer, Virginia E.
Squires, R. Dean
Stamper, Cleo
Starkey, John R.
Stephens, Sterling Rogers
Stewart, J. O.
Stott, Roscoe G.
Strader, Edna Louise
Sullivan, Kathleen B.
Sullivan, M. R.
Tapp, Hambleton
Tarwater, Mary Klug
Tarwater, William H.
Taylor, John O.
Taylor, L. N.
Taylor, N. V.
Tindall, George B.
Traynor, Mary
Turner, James R.
Turner, Lona Lee
Wade, C. M.
Ward, William D.
Waters, Carrie M.
Watson, C. F.
Wesley, L. G.
Willard, Frank E.
Williams, Anna C.
Williams, Frances
Williams, Martha J.
Williams, Winona
Wilson, C. H.
Wilson, Leland
Wolcott, Helen B.
Woods, Ruth
Wright, Mary Eva
Yates, Stella Day
Young, Stefanie
Zellhoefer, Edna

SOME EARLY MEMBERS OF THE FACULTY



Wren J. Grinstead,
A.B., A.M., Later Ph.D., Latin



George Drury Smith,
B.S., A.B., Later S.C.D., Natural
Sciences



I. H. Boothe,
Common School Branches and
Penmanship



C. E. Caldwell,
B.S., A.M., Mathematics



J. H. Hoskinson,
A.M., Secondary Education and
Principal of Model High School.



E. C. McDougle,
B.S., A.M., Later Ph.D., Pedagogy
Registrar and Dean of Faculty,
1915-1921; Photograph on 90th
birthday, March, 1957.



Mary Estelle Reid
Librarian



Lelia E. Patridge
Methods and Supervisor of Prac-
tice Teaching



Mrs. Ruric Nevel Roark,
B.S., A.B., Dean of Women



Mrs. Mary B. Deane,
A.B., Geography and Geology



Miss May C. Hansen,
Later A.B., A.M., Teacher and
Critic Grades I and II.



Miss Maude Gibson
Drawing and Art

DEANS AND PERSONNEL DIRECTOR



Dr. William C. Jones
To Eastern in 1926; Dean 1934-1944.



Dr. Homer E. Cooper
Dean of Faculty, 1924-1931; Acting President, March 19, 1928 to June 1, 1928.



Dr. Noel B. Cuff
To Eastern in 1928; Director of Student Personnel at his death, 1955.



Dr. William J. Moore
To Eastern in 1928; Dean of Faculty, 1945 to the present.

OTHER MEMBERS



Dr. Anna A. Schnieb
Education, Psychology, 1923-1952.



Miss Edith McIlvaine
Director of the Cafeteria, 1927-1957.



Miss Allie Fowler
Art, 1932-1956. Deceased.



Miss Anna D. Gill
Commercial Subjects, 1930-1956.
Deceased.

CHAPTER VI

THE TRAINING SCHOOL

By Richard A. Edwards and J. Dorland Coates

The Training School, known for the first half of the period as the Model School, opened September 11, 1906, a full four months before the beginning of the State Normal School proper. It was the first training school established in Kentucky as part of a teacher training institution. A copy of the *Eastern Kentucky Review* bearing the date of October, 1906, carries the following announcement.

A distinctive and essential part of every modern Normal School is a Model School, in which the most approved methods of teaching and of school administration are illustrated by the work of expert teachers and supervisors.

The Eastern Kentucky State Normal is peculiarly fortunate in finding at Richmond, in the Walters Collegiate Institute, a good nucleus of a Model School. The upper four forms of the institution have become a high school; the course of study has been strengthened and enriched, and those who successfully complete it will be amply prepared for immediate entrance into the regular courses of the best colleges and undergraduate department of universities in any part of the country. The other grades have been added below, and thus provision is made for children of all ages and degrees of advancement.

This Model School, complete in all grades, is organized for two purposes: first, to provide a school in which the students of the Normal can observe the best work as done by expert teachers, trained to their profession; and, second, to afford facilities of a superior order for the education of boys and girls whose parents desire for their children the advantages of a select private school.

The Model School announced its tuition rates by the year as follows: \$30.00 for each of the six elementary grades, \$40.00 for the grammar grades, and \$50.00 for each of the four upper forms.

One hundred and fifty-six pupils were enrolled the first year including sixty-five in the high school. Col. E. H. Crawford, who had been chosen Director of the Model School, did not arrive until the year was half out. Three of the early instructors of the Model School later became prominent members of the Normal School faculty. They were Mr. J. A. Sharon, who acted as principal during the first fall term and taught high school classes; Mr. Wren J. Grinstead, who also was elected as a regular member of the Normal School staff, but continued to teach a few classes in the high school for several years; and Dr. Virginia E. Spencer, who taught the grammar grades for the fall term and who took up the duties of Dean of Women when the Normal opened January 15. Miss Wesa Moore taught the intermediate grades, and Miss Lena Gertrude Roling had charge of the primary children and bore the title of supervisor.

Within a year the organization crystallized into a more orderly plan with six full-time teachers. It remained about the same for fifteen years. A note added to the list of the Model School staff is printed in early bulletins states that "members of the regular faculty of the Normal School also teach in the Model School on the departmental plan. In this way Drawing, French, Vocal Music, and Penmanship are taught."

From the *Review* number dated July, 1907, the following interesting information is taken:

Soon after assuming the duties of his office as Director of the Model School, Colonel E. H. Crawford organized the High School into a cadet corps and introduced, with marked success, self government through the military feature. In March the Model School boys to the number of forty were formally mustered into the service of the State by Col. Marvin Parrent, Assistant Adjutant General of the State. The cadets now have a compact organization with their own officers. They have the regulation uniform, arms and camp equipment, and the County of Madison, in conformity with the law, has furnished pressed steel lockers with combination locks, for use in the armory. No feature of the school is so popular as this voluntary, self-governing military organization.

Instruction in this department is both practical and theoretical. The State furnishes guns, uniforms, etc. to all members. This department is free to all young men who matriculate in the school. Cadets will go into camp at Jamestown, July 18.

At Jamestown, Virginia, in the summer of 1907, the Nation was celebrating the three-hundredth anniversary of the settlement of the first permanent English colony in America. It must have been a great day for the cadets when they stood at attention and listened to the reading of "Special Order No. 28," as follows:

The Cadet Company located at Richmond, Kentucky, Colonel E. H. Crawford commanding, is hereby attached to the Second Infantry, Kentucky State Guard, for and during the encampment, and will proceed to Jamestown, Virginia, with the above named organization at a time that shall be designed hereafter.

This organization will be allowed the same privileges and concessions as other organizations of the Guard.

By Command of Governor J. C. W. Beckham,
Henry R. Lawrence, Adjutant General.

Fortunately the muster roll for the cadet corps has been preserved:

Col. E. H. Crawford, Commanding; N. B. Noland, 1st Lieut.; J. P. Chenault, 2nd Lieut.; R. R. Burnam, 3rd Lieut.

Sergeants: E. A. Deiss; T. E. Baldwin, Jr.; R. J. Roark; R. E. Turley, Jr.; O. J. Coyer.

Corporals: Lowell E. Sharon, Ronald C. Oldham, Walter Q. Park, Chas. Powell, A. C. Chenault.

Privates: John Adams, Lindsay Blanton, Jr., Kavanaugh Broadus, Paul Burnam, Barnett Chenault, John Cornelison, Lodell DeJarnett, Alex. Mason, Robert Mason, Rankin Mason, Ivan McDougale, C. H. Park, K. S. Park, J. G. Phelps, Luther Powell, Frank Prather, B. C. Simmons, Jr., R. W. Walker, Joseph Weber, Malcolm Adolphus Parsons.

The Drum and Bugle Corps comprised Joe Hollenkamp, Drum-Major, Philip Blumenthal, Archie Chenault, Earl Curtis, Frank Devore, Robert Estill, Garnett Million, Glen Million, James Stepp, Brown Lee Yates.

Not all of the drum and bugle corps were bona fide members of the school, and not all of the rhythmic cadence blown from bugles or pounded out of drums fell with pleasing sound upon the ears of the Colonel of the Second Infantry. At Jamestown the drum and bugle corps carried guns.

The camp was a momentous event in the lives of the cadets. It was a subject of considerable interest in the home community. One exciting incident which occurred while the boys were in camp was of sufficient interest to be written up in several Eastern papers. Elmer Deiss came near drowning while swimming at Virginia Beach. Through the heroism of N. B. Noland he was rescued and brought to terra firma, although young Noland, who was by no means an expert swimmer, almost lost his own life in the effort.

The Model High cadets participated in one more historical celebration. The Boonesborough chapter of the D. A. R., in October, 1907, dedicated the marker it had erected on the site of the old stockade fort at Boonesborough. One hundred and thirty years previous to this event the direct ancestors of some of these boys had fired volleys from this identical spot, not into the air, but with deadly aim at the creeping bodies of redskins outside the fort; and twenty-four years later the sons of some of these cadets participated as Boy Scouts from the Model High School in the dedication of the Boonesborough memorial bridge.

By the end of the second year of the Model School military drill had lost its glamour. There were no more Jamestown expeditions, and Col. Crawford had withdrawn from the institution. The enrollment in high school decreased. In three years it was less than half as large as it had been in 1907. The Normal was supporting the High School and getting very little in return from it.

Walters Collegiate Institute property was not ceded to the state institution when Richmond was selected as the site of the school. Its trustees held the property until almost the end of President Crabbe's administration before negotiations for its purchase by the Normal were consummated. The Normal maintained the "private" high school as a continuation of Walters Collegiate Institute, and at the same time paid "excessive" rental fees for use of the property.

The minutes of the Board of Regents in session May, 1911, record the motion that "Walters Collegiate Institute lease to Eastern Kentucky State Normal School its building and property—that in consideration therefor—Eastern Kentucky State Normal School do conduct during said period a first class high school as an adjunct to the Model School." A second motion immediately following the preceding one contained a threat that unless a satisfactory deal could be made with the Walters Collegiate Institute

trustees, the Model High School would be abolished and secondary work conducted within the Normal. The former plan being more in accord with the wishes of patrons of the school, it was the one that prevailed for the time.

At a meeting of the Regents in July, 1912, "President Crabbe recommended that the Model High School be continued, and that it should be extended and developed as a high class preparatory school: principal to be employed at a salary not to exceed the maximum, \$1,900, tuition in grades seven and eight to be free for the future." Two years later at a meeting of the Board of Regents, "the question of the continuation of the Model High School was discussed and the matter was left open for a decision of President Crabbe, details covering same to be arranged by him."

There was no graduating class from the Model High School in the years 1907, 1908, and 1911. The school had taken a forward stand comparable with the best secondary schools in the State when it continued the four years requirement of Walters Collegiate Institute for graduation. That was as much as the Normal School demanded of its graduates at first. Some of the Model High School students transferred to the Normal and finished there. For the first five or six years students continued to drop out after three years of work and enter college with the credits already earned, or with the necessary extra credits made up elsewhere. A number of reputable colleges did not require graduation from a four-year high school for entrance at that time.

The *Review* for April, 1909, contains this interesting bit of information about the accrediting of the High School and its first graduating class: "The Model School has recently been accredited by the State University under its new advanced requirements. The University of Michigan will hereafter accept recommended graduates without examination. Transylvania University has informally agreed to give the Model School graduates one year advanced standing. Of this year's senior class, one plans to enter Yale, one Michigan, and one the University of Missouri. The Model School now has a recognized standing in the educational world."

Three High Schools and The Shifting Sands

Madison Female Institute was a well known girls' school established in 1856, under the auspices of the church of the Disciples of Christ. During the War Between the States the buildings were occupied part of the time by Federal troops as a hospital. After the war civil government in the South was too weak and too impoverished to support public schools adequately; as a result, private schools and academies were revived and flourished. Madison Female Institute drew students from other counties in the State and from some of the neighboring states. It provided a cultural training for the daughters of well-to-do families. The Institute also maintained an elementary school of six grades for both boys and girls.

With the coming of the Model School, Richmond had three complete educational plants extending from the first grade through

the twelfth. All three struggled to keep up a bold front. The impetus given to public education in Kentucky proved deleterious to the progress of private and church schools. Walters Collegiate Institute had already taken refuge under the wing of a state institution. By 1919 Madison Female Institute, founded in 1856 and located across the valley on the opposite hill, had so dwindled in numbers and depreciated in property that it ceased to operate, and its trustees tendered the property to the city Board of Education, gratis. Many families of the community had already changed their patronage to the Model School. One of the teachers at the Institute, Miss Marianna Deverell, had accepted a position on the Model School staff in 1910. After sixty-three years of effective service, the Institute, having passed through the throes of war, a period of prosperity, and an age of decline, found itself like an aged lady, bereft of its usefulness, but still loved for what it had been.

When the City Board of Education accepted the property of Madison Female Institute in 1919, it transferred the secondary grades of the Caldwell Public High School to the historic buildings on the newly acquired campus. Two years later the public school on North Second Street burned. Then under the superintendency of Mr. John Howard Payne a new and imposing public school building was erected on the site of the Institute. This building was completed in 1922. At once a new civic pride began to manifest itself with increased respect and loyalty to the public school. Caldwell High School changed its name to Madison High School.

There was still a division of educational support and loyalty in the community. Superintendent Payne presented the situation to State Superintendent George Colvin, chairman of the Board of Regents for Eastern. Mr. Colvin's ideas on public education jibed exactly with the ambitions of the city superintendent, and, being a fearless man, the suggestions of Superintendent Payne were soon expressed in action. The year that witnessed the completion of the new home for Madison High School on the grounds given to the city by the defunct Madison Female Institute also witnessed the recommendation of State Superintendent Colvin to the effect that the Normal School should abolish its Model High School. The graduating class at the Model High that year had been the largest in the history of the school. For eighteen years it had carried on the traditions of Walters Collegiate Institute and had done exceptionally good work for a small high school. But it was true that the State Normal had not, up to this time, used the Model High School for training purposes. No student teaching had ever been done in it, and very little directed observation. It was an expensive adjunct to the state institution, carried on at public expense because an agreement had been entered into to that effect in the early history of the school; and, moreover, the presence of the Model High School divided the educational interests and social forces of the community in a way that was not conducive to the building up of a modern, progressive high school at either site.

The action of Mr. Colvin, acquiesced in by President Coates, plus the initiative of Superintendent Payne, soon changed the educational status of the community. The city school gained in public favor. Extra-curricular activities were introduced into the High School with the result of increased pride in the new public school. Within four years Madison High more than doubled its enrollment and established itself on a new plane.

During the same four-year period the Model School, now called the Training School, reduced to eight elementary grades, barely held its own in numbers. Before 1922 there had been a waiting list of pupils whose parents applied for admission when room would permit. In this period the waiting list disappeared, the Parent-Teacher Association dissolved, and children completing their work in the Training School began to look forward to their entrance into Madison High. Within the same period the demand upon the Training School for student teaching had exactly doubled, and the College began to launch out more strongly than ever in the preparation of high school teachers.

At the time the Model High School was abolished in 1922 Eastern was doing very little toward the preparation of high school teachers. But the School was just then extending its curriculum to cover four years of college. The student-body was rapidly increasing in numbers, and the demands upon the Training School were in proportion. The High School had been given up just at the time when the need for it was beginning.

Up to this point four critic teachers had taught the eight elementary grades and supervised student teaching. In January, 1923, a fifth critic was added to the staff; and in three years more the school had been forced to employ a teacher for each of the nine grades then in the Training School.

For the school year 1924-25 the Director was given a leave of absence with a General Education Board scholarship. During his leave Mr. M. E. Mattox acted as director. The Junior High School for grades seven, eight, and nine was organized in September, 1925.

An agreement was entered into with the Richmond Board of Education in 1926 for the extension of student teaching into the city school; but the plan was thwarted when a group of citizens appeared before the Board with a petition objecting to the agreement. Finally in 1934 President Donovan and Superintendent O'Donnell completed arrangements whereby the city school would assist in the conduct of student teaching during crowded terms, and 127 student teachers did three hours each in the city schools in 1934-35.

The increased number of college students preparing themselves for high school positions soon burdened the junior high school grades of the Training School with student teachers to such an extent that it became desirable to relieve the situation by restoring the senior high school grades. This was done by President Donovan in 1930. The Normal High School, which had issued teaching certificates, and which from 1927 to 1930 had granted high school

diplomas, was discontinued in the latter years. Three of its faculty, Mr. Samuel Walker, Mr. Virgil Burns, and Mr. G. O. Bryant, were added to the new high school staff.

A contract was entered into with the Madison County Board of Education whereby those county high school pupils living nearer to Richmond than to other county high schools might receive free tuition in the Model High School, the county paying the Teachers College a fee of ten dollars per pupil at first, but later doubled. Thus after twenty-four years of service to the community and to the Normal School and Teachers College, eight of which had been without a standard high school, the Training School was reorganized on the six-six plan with fourteen full-time teachers and once more had a standard, accredited high school.

Walters Collegiate Institute continued its spiritual existence rechristened as the Model High School in 1906, and occupied the same quarters, under the new name and new organization, that it had been occupying for the five previous years on the first and second floors of old Central University building. From September 11, 1906, to Christmas, 1909, the school continued to occupy these rooms, while the Normal School occupied other rooms in the same building. The Director of the Model School had his office on the second floor opposite the assembly room, but the administrative offices of the Normal were located in Memorial Hall, then the girls' dormitory.

The Training School at Eastern has, from the first, been respected in the choice of its location. In January, 1910, the school was moved into Roark Hall, a new building, in which there were rooms specially planned for the Model School. Each room had a telephone leading to the President's office on the first floor (the President was then the director), and there were narrow, raised platforms in the rear of the rooms built for the convenience of observation classes.

The building used in 1930 exclusively for the Elementary Training School was erected in 1917-18, during the World War, when money values were rapidly rising. It cost about \$60,000.00. The contractors defaulted, and their bondsmen completed the building with some rather cheap workmanship. In October, 1918, the school moved from Roark Hall into this edifice, later named James W. Cammack Building. This, the first training school building in Kentucky, has at the end of thirty-eight years become wholly inadequate for the purposes for which it was designed. When the Model High School was reorganized in 1930, it was given the same rooms in the old Central University building where it had its inception in 1906—and with the same janitor, Irvin Gentry.

Curriculum

The course of study for the Model School printed in 1907 presented such a splendid outline for a training school curriculum that few changes have been made with respect to fundamentals. The new course set a high standard for Kentucky schools. While

primary teachers all over the State were using the A. B. C. method of teaching children to read, the Model School employed a method "beginning with action sentences consisting of one word," and "the pupils are gradually led into longer and more difficult sentences woven into stories or conversation."

Miss Lena Gertrude Roling, who had done work at Wooster University, taught the primary grades for the first two years. Her methods were improved upon after Miss May C. Hansen became primary critic in 1912. She, too, began the process of reading with meaningful content and without the use of primer books; but she added the analytic-synthetic method of motivated drill which she had learned in the Francis Parker training school at the University of Chicago. Hundreds of primary teachers, having mastered these methods at Eastern, have put them into practice in the public schools of the Commonwealth. Miss Hansen accepted a leave of absence in 1928, and was succeeded by Miss Margaret Lingenfelter, who continued the excellent work of her predecessors, and added the newer feature of developing the learning processes from purposeful activities of the children's choice.

The *Review* for July, 1907 announced that "each room in the Model School is furnished with a complete small library of books suitable for the children in that grade." Among the supplementary readers listed for the second grade there appeared two sets that are of special interest: The "Tree Dwellers," by Dopp, and the "Early Cave Men," by the same author. These books are still in use in the second grade and are in good repair; but they were relegated to a back shelf during President Crabbe's administration for the very interesting reason that he was conscientiously opposed to any teaching of primitive life, even in story form. The Training School in 1935 had about 3,000 supplementary books in the different classrooms, and a library of about 4,000 additional well-chosen books for general reading.

The importance of "refined English" in the education of youth may be gleaned from these sentences found in the introduction to the Model School number of the *Eastern Kentucky Review* for 1907: "The Director will watch with zealous care such essentials as audible reading, writing, spoken and written English. Written work of all grades will be daily filed in the office, subject to inspection by the public." The teaching of no other subject received so much attention. "Language is taught in connection with all other subjects"—sounds very modern. Then follows a quotation from Dr. Roark: "Drill in fluent, correct, and refined English should begin for each pupil the day he enters school, and be the last thing done for him when he leaves the university."

The fundamentals were well taught from the first. All courses were planned with sequence and continuity that contributed to the wholesome and natural development of children through the twelve grades of school. Nature study in the elementary grades and science in high school were outlined for each year; and so were the subjects of mathematics, history, and literature. Drawing

and art were supervised in the grades and one class of each offered in high school. Vocal music was likewise taught by a supervisor, as it always has been since the first.

The course of study during President Roark's administration (1906-10) introduced the French language in the third grade, and offered it in each succeeding grade through high school. German, first taught in the seventh grade, was also offered in the succeeding years. Four years of Latin and two of Greek were given in high school—a rather humanistic curriculum.

The Model High School bulletin for 1908 announced that "The high school course is arranged to combine three essential compulsory subjects and one elective subject each year but the last, when two electives are allowed. The compulsory subjects include subjects necessary for university entrance. An elective course must be chosen for not less than two successive years. A music course has also been arranged to run parallel with these courses to be taken as an elective."

By 1910 the offerings in high school had simmered down to one year each in science and history; but four years of English, Latin, and Mathematics were given. Two years of Greek and two of French were still in the curriculum. "The course covers", the catalog stated, "sixteen units as defined by the College Entrance Examination Board, as follows: English, 3 units; Latin, 4 units; Greek, 2 units; Ancient History, 1 unit; Geometry, 1½ units; Algebra, 1½ units; German or French, 2 units, and Physics, 1 unit." These requirements seem quite rigid compared to the present ones which specify only three units of English and two of mathematics as required with the other eleven units elective. No foreign language has been taught in the grades since the World War, and no German in the high school. Greek had been dropped from the high school before that time.

Extra-Curricular

Model High School had a football team in the beginning years of its existence, and again in the last years before its discontinuance in 1922. It had baseball, track, and basketball teams also in the years between 1907-12. In 1919 the school joined the Kentucky High School Athletic Association, which one of the writers of this chapter (Richard A. Edwards) had been instrumental in organizing in 1916-17. Previous to that time high schools in the State had no state-wide organization governing the ethical conduct of inter-scholastic contests.

Other extra-curricular activities which were important enough in the life of the school to leave some record of achievement included a high school orchestra and a dramatic club.

Club activities developed with the rise of junior high schools and the changing philosophy of education. In 1915 Mr. R. A. Edwards had introduced the six-six plan of organization in the second school (Morganfield) in Kentucky to adopt it. When he came to the Training School as director in 1918 it was announced in the *Review* bulletin that the Training School would be reorganized on that

basis; but there were obstacles in the way. It was not until 1925 that the Junior High School became a fact, with a half dozen clubs of the pupil's choice.

A liberal philosophy has governed the policies of the school since the beginning, in spite of its rigid, academic, high school curriculum. Col. Crawford announced in the 1907 Model School *Review* bulletin that "Physical culture and military training will play a conspicuous part in the discipline of those coming under our charge." The attractive bulletin published a year later states that "The rules of the school are few and designed to secure the greatest good to the greatest number. Each pupil is given every opportunity for self-control. A healthful school spirit is fostered and every effort made to command the loyalty of both pupils and parents of the school." This has really been the policy upon which the government of the school has rested from that time to this. For several years the Director of the Training School has announced to the student body at the beginning of every term, that the school has no rules; that the pupils are supposed to do as they please so long as they please to do right; that every boy is expected to be a gentleman, and every girl a lady; and that the school stands for three ideals which it is hoped will be characterized in every pupil; namely, scholarship, courteous conduct, and personal honesty.

For twenty-five years the Training School had a ten months school year, with a special six weeks summer term until 1922. Beginning 1930-31, the length of the school year has been made nine months with the special six weeks summer term resumed.

The whole-hearted support of the school by its patrons was shown in the management of the art exhibit held May 20 to 23, 1909. The twenty patronesses, whose names appeared on the program and the sixteen young ladies whose names appeared on the reception committee, sponsored the exhibit in the Miller Gymnasium; Miss Margaret Lynch was chairman. The splendid collection of pictures secured by these ladies from the proceeds of the exhibit still adorn the walls of the classrooms in the Training School. Very few other pieces of art have been added to them within the intervening twenty-seven years.

The organizers of the Parent-Teacher Association the next year were those who had helped to make the art exhibit a success. This organization contributed to a wholesome morale in the school and established a bond of understanding between the community and the school which has never entirely been severed. The first meeting was held November 25, 1910; and the last one recorded in the minutes of the first meeting: "Dr. Crabbe led the discussion with talks by Mr. MacBryde, Miss Deverell, Madame Prowtrowska, Miss Patridge, Miss Green, Mr. Robert Burnam, and Judge Lilly. Mrs. T. S. Burnam was made president of the association, and Miss Green, secretary-treasurer." Those paying dues for the first year were Mrs. J. S. Hagan, Mrs. T. J. Smith, Mrs. W. H. Parks, Mrs. E. W. Powell, Mrs. Dr. Vaught, Mrs. E. Witt, Mrs. B. L. Banks, Mrs. C. F. Chenault, Mrs. S. L. Deatherage, Mrs. T. S. Burnam, Mrs.

John Arnold, Mrs. Henry Perry, Mrs. H. C. Jasper, Mrs. L. P. Evans, Mrs. Joe Chenault, Mrs. J. R. Pates, Mrs. O. W. Hisle, Mrs. G. D. Smith, and Miss Jenny L. Green.

For the year 1915-16 there were fifty-one paid memberships. From the minutes one would conclude that all the speakers were "interesting", the entertainment "delightful", and the refreshments "delicious". In fact the programs were usually of a high order and were appreciated. To turn through the minutes one sees such items as these: "Prof. Marsteller lectured to the Association on Rousseau's *Emile*"; "Dr. Scanlon gave a very interesting talk on practical morality, followed by a lively discussion, a great many taking part"; and "the Rev. Homer Carpenter gave a talk on music and its place in the community life." More than one program includes "a solo by Miss Cynthia Davison."

When the administration of the Normal changed in 1916 the P.T.A. sent a "committee to appear before the Board of Regents and express to them the parents' appreciation of the work done by the Model School teachers, and to ask that they be unanimously reappointed."

Books suitable for the Model School children were purchased by the Association and placed in the Normal School library before a Training School library was established. Playground equipment was also installed by the organization. For a period of about two years, 1916-18, the members financed and managed a noon-day lunch for the children; and the last kindly act before the association adjourned, sine die, was to contribute a first-aid medicine cabinet to the school. It is still in daily use.

Those who served as president of the Parent-Teacher Association during its life time were as follows: For 1910-11, Mrs. T. S. Burnam; 1911-12, Mrs. Thomas Jefferson Smith; 1912-13, Mrs. Joe Chenault; 1913-14, and from 1915 to 1917, Mrs. B. H. Luxon; 1914-15, Mrs. W. H. Park, 1917-18, Mrs. J. R. Pates; 1919-20, Mrs. Harry Blanton; 1920-21, Mrs. Murrison Dunn; 1921-22, Mrs. Warfield Bennett, 1922-23, Mrs. Frank Clay; 1923-24, Mrs. H. H. Brock.

The P.T.A. was reorganized October 5, 1933, and the following officers were elected to serve for a year and a half: Mrs. G. Murray Smith, president; Miss Ruby Rush, vice-president; Mrs. Turley Noland, secretary; and Mrs. James W. Deatherage, treasurer. Officers for 1935-36 were Mrs. James J. Shannon, president; Miss Eliza Hanson, vice-president; Mrs. Rhodes B. Terrill, secretary; Mrs. Oscar Swofford, treasurer.

A "Training School Children's Room" in the Pattie A. Clay Infirmary was equipped in 1929 at the expense of \$500.00, which sum was raised by the pupils.

Professional Service

The Normal School was established for the expressed purpose of training teachers for the public schools of the Commonwealth; but the Training School, the laboratory where the practical side of the training was to be done, the "Model School" where the "students of the Normal can observe the best work" was offering

"the advantages of a select private school," and announcing that "military training will play a conspicuous part."

The special Model School number of the *Review* issued in the summer of 1908 announced in bold type, "The purpose of the Model School is to furnish a high grade preparatory school for the people of the community. The faculty has been chosen with that end in view. The school is in no sense a practice school and no practice teaching is allowed. Typifying, as it does, however, the best methods of teaching, Normal students are required to observe the work in all grades but without interfering with the regular work of the class."

This policy was soon changed. During the illness of President Roark at a meeting of the Board of Regents, January 12, 1909, "Mrs. Roark reported that a practice school had been conducted by Miss Patridge in accordance with plans for same previously adopted, and that the school was a success." One month later at another meeting of the Regents the question arose again, and "Prof. Jayne in connection with the Acting President was authorized to organize a practice school without delay."

Professor I. W. Jayne had succeeded Col. Crawford as Director of the Training School. His year of service in the school appears to have been a stormy one. At the June meeting of the Board of Regents charges of "insubordination" were brought against him by the acting President. The records show that he was formally "discharged" after a whole page of "whereas" had been spread on the book, one of which noted that he had already accepted another position.

Mr. Jayne was succeeded by Dr. George Payne, a man who has since become nationally prominent in the field of professional education. It was resolved at the October, 1909 meeting of the Regents, "1st. that Dr. E. G. Payne be elected Professor of Pedagogy and Director of Training, and that he be authorized to organize and classify the observation and practice work of the school; 2nd. that the Director of Training shall assign Normal students to observation work in the Model School, and also assign Normal students to practice work after having completed observation work required of them."

At the December meeting, "Upon motion the Board approved Dr. Payne's plan of reorganizing the Model and Practice Schools and the details worked out by him and Mrs. Roark, but retained two grades to each teacher and the only extra expense to be the employment of Miss Patridge, and one assistant in the high school."

When Dr. Payne resigned at the end of the school year the Board passed a resolution of regret.

President Crabbe came to the Presidency of the Normal in 1910, and immediately took into his own hands the reins of the Director of the Training School just dropped by Dr. Payne. Observation 1 and 2 and Practice Teaching 1 and 2 had been added to the curriculum. From that day to this the School had functioned to the

limit of its capacity in the training of teachers, and in the education of children.

The "Year Books" and summer school bulletins for 1911 and 1912, contain this rather pithy paragraph which speaks for itself: "While even the most ignorant and thoughtless of the general public seem to know that Normal Schools were established for the purpose of training teachers, there are many intelligent people, including some teachers, who fail to recognize the one vital point of difference between Normal and other schools. Either they do not know or they will not see that the great distinctive feature of a Normal school is the opportunity it affords for the observation of the teaching process, as carried on in the different grades, and the privilege of individual practice."

Then follows another paragraph which expresses very poignantly a basic principle upon which the entire institution is built: "Academic work is done in every school," says the writer, "and all branches of learning including the theory of education, may be pursued in other institutions of learning; but only in a Training School for teachers are pupils taught the art of teaching as well as the science, and given systematic instruction in both theory and practice."

The *October Review* for 1912, makes the following clear-cut statement of objectives:

This institution is to train teachers and it stands for four things:

1. A high standard of scholarship.
2. A thorough study of the science of teaching.
3. Observation of the teaching process in the eight grades and high schools of the Model School.
4. Practice teaching under competent supervisors.

As director of the Training School President Crabbe supervised its administration in the minutest detail. It was his custom every morning before school opened to visit each classroom, shake hands with the teacher, and pass a few words of interest and concern relative to the school work. Once a month each teacher filed with him a complete synopsis of all subject matter covered during the month, written out on a special form of legal-cap paper. Each teacher was also supplied with two substantially bound record books, one for attendance and the other for pupil achievement records. These were used for nine years, and are still preserved in the archives of the Training School.

He delegated the supervision of teacher training work to Miss Lelia Patridge, a quaint little lady and a delightful soul, who had been elected to the Normal School faculty in 1909. She was a graduate of the Framingham (Mass.) State Normal School, the second established in America, and had acquired a rich experience in various types of educational work. She was a devout disciple of Colonel Francis Parker and of his philosophy of education.

As teacher of methods in Eastern Kentucky State Normal School for a period of eleven years, and as supervisor of practice and observation in the Training School for the first part of that

period, she, perhaps more than any other person ever connected with the institution, succeeded in teaching a philosophy of educational method which time and experience have endorsed as practical.

At a time when teachers almost everywhere were having pupils drawl out monotonous hours in "audible reading"—one of the training school objectives laid down by Col. Crawford in 1906—Miss Patridge appeared like a torch in the night, exposing fallacies in the old method and showing the advantages of a silent reading method in all grades. She lectured and she demonstrated; she convinced and she sent teachers into the schools of the state who really improved the instruction of thousands of children. The methods of teaching reading in the Training School at the time this chapter is written are substantially the same as those introduced by Miss Patridge.

On a dark, rainy night while crossing a street in Richmond she met a sudden and tragic death. She had willed her personal belongings to her friends, and her estate of about \$8,000.00 she bequeathed to the founding of a home for those like herself, who, when they had grown old in the teaching profession, might have a comfortable place in which to spend their last days.

The professional work in the Training School during most of the sixteen years from the beginning of the Normal until it became a standard College included two ten-weeks courses in observation and two ten-weeks courses in practice teaching. The procedure varied somewhat from time to time, but that was the general plan.

Observation 1, an "orientation course", was required of all students in the Elementary certificate curriculum. Students spent two weeks in each grade, kept notebooks in which they wrote up the activities observed, and discussed methods with the supervisor or teacher in charge of the class. After the Model Rural School was established on the campus, most of the observation for this group was done in it.

Observation 2 was required in the Intermediate certificate course. It was conducted very much like Observation 1. For most of the first ten years of the school these students were assigned to the four elementary critic teachers, divided into four groups, and went the "ring around the rosie", the critic teachers grading their notebooks. After the administration of President Coates had continued for two years, a Director was employed for the Training School to take this burden off the President, and classes in observation were placed under the direction of this man (Mr. R. A. Edwards).

Practice Teaching 1 and 2 were offered in the Advanced certificate curriculum. Student teachers were given their assignment in the Training School by the Director. A course in Observation 3 was sometimes offered for students of college rank. From 1921 up to the present time one college course in Observation has been given. Before 1926 it was Observation and Participation, and the students followed the old plan of spending two weeks in each of the elementary rooms. After 1926 it was a course in Observation

and Method, and was differentiated into three classes, for primary, upper grade, and rural teachers respectively, with a syllabus outlining the work. In the new revision of the curriculum which went into effect in 1931 this course has been changed to "Fundamentals in Education" and its credit value doubled.

Practice Teaching 1, for a period of about twelve years, was done in all eight grades, two or three weeks in each room, one hour of teaching each day plus another hour for conference with the critic teacher or supervisor. The second ten weeks term of Practice Teaching 2, while not always required, was offered in the grade or subjects which prepared the candidate for the kind of position he intended to hold. For fourteen years 1 and 2 were required in a combined course carrying five semester hours credit, and the work was in the grades or subjects in which the student was majoring, except for two years when standard certificate people were permitted to take three hours in one-half semester.

Beginning in 1942 when the College was organized on the quarter plan the Student Teaching at the secondary level was all day for a quarter. This quarter of student teaching was preceded by the "Fundamentals in Secondary Education". The opportunity for student teachers to devote full time to teaching was new on the campus and was received wholeheartedly by both students and staff members. This plan enabled the student teacher to devote all his attention to the problems of teaching.

In 1948 when the College returned to the semester plan the all-day Student Teaching presented a problem. A whole semester was requested for this activity to devote this much time to Student Teaching. The plan evolved making it possible for students to enroll in Fundamentals and Student Teaching for a full semester's program. They met as a group in Fundamentals for six weeks and then proceeded to Student Teaching for the remaining twelve weeks. This plan is still in effect. Such a plan makes it possible for the College to use many of the Public schools as student teaching centers. After the first six weeks many students leave the campus and live in the community in which is located the cooperating school. This plan has worked well. In fact many other colleges have visited Eastern's campus to see this program in operation.

In 1939 President Donovan and Superintendent W. F. O'Donnell of the Richmond City Schools explored the possibilities of combining the efforts of the City High School and Model High School. Since both schools were small it was believed that such a combination would aid in enriching the programs and avoid duplication of efforts. Such a merger became effective in the following fall. Since that date the two schools have been accredited by the Southern Association of Secondary Schools as Madison-Model High School. The two divisions retain their respective organizations but combine such activities as commencement, athletics, and musical organizations.

Training Rural Teachers

The crying need in Kentucky for better rural teachers has been

recognized by this Institution from the first. An arrangement was made with the Madison County school authorities in 1909 for the use and control of the Watts rural school located on the Lancaster pike about three miles from the campus.

An interesting description of the school is given in the *April Review* for that year: "The County Training School, recently organized, has a full attendance . . . Several mild innovations in country schools have been mildly introduced, such as written spelling and supplementary reading. One member of the training class accompanies Miss Patridge each day and teaches under her supervision. During the ride back and forth the time is used in discussing plans and methods."

The relationship with the Watts school was terminated after a few years. On September 8, 1912, the Regents authorized President Crabbe "to begin the work of building a model rural school building by asking for preliminary sketches and bids for same at the earliest possible date." For some unknown cause the building was not constructed until 1929 when the Regents repeated the authorization to President Donovan, who had the new brick, one-teacher model school building erected on the College farm near the campus. The Madison County Board of Education turned over to the Teachers College the Watts school district. A new school bus was purchased and free transportation was provided for the children of this district.

In January, 1918, President Coates organized a one-teacher rural school on the campus at Eastern. A room for the school was first taken in the basement of Roark Hall, the same building that housed the Training School at that time. But when the Library moved into the new Training School building in October, 1918, the Model Rural School occupied all of the old Central University Academy building vacated by the Library. Miss Mariam Noland taught this school with rural children, all eight grades, until it was discontinued in 1922.

President Coates made a contract with the Madison County Board of Education for joint operation of Kavanaugh rural school on the Irvine pike in 1921. The Green's Chapel school on Barnes Mill pike was added to the contract in 1923. Both of these schools remained part of the Training School organization until 1929. A bus was operated on a regular schedule between them and the campus. Classes went out to observe and student teachers to practice. During a brief period of about one year each, from 1921 to 1923, Mr. C. D. Lewis and Mr. W. L. Jayne supervised rural training work and headed what was called a department of rural education. The Director of the Training School supervised these schools, both in their administrative and professional aspects at all other times.

Beginning in 1931 rural education at Eastern offered for the first time a curriculum leading to a degree and preparing teachers, supervisors, county superintendents and consolidated principals for the specific duties of this most neglected field of public education.

In 1935 Dr. J. D. Coates became principal of the Model High School and in 1954 he was made Director of Laboratory Schools.

The transition through which the Training School has passed during its history marks a change in educational ideals and practices from that of the private school, as represented in Walters Collegiate Institute, to that of a more democratic education as typified in the State's public school system. The organization of the school has been changed from the conventional eight-four plan, which had its origin in the German Volksschule and the English academy, to the six-six plan of American origin, which has the advantage of a better integrated program. In September, 1934, a nursery-kindergarten room was added under the stimulation of the Federal Emergency Relief Administration. The methods of instruction have progressed with the changing philosophy of education. The school has taken advantage of the results of scientific research in education made available during this rapidly evolving period. The results of standardized tests, first introduced in 1920 and used consistently since that time, show the scholastic standing of pupils in the Training School to be, on the average, up to or above that for the country as a whole. While the number of pupils in the school has been limited, for most of the time, to thirty to the grade, the expansion made necessary by the demands of the College has more than trebled the numbers and has increased the full time teaching staff to seventeen. These years record a struggle, a metamorphosis and a sudden burst of approval for public education and for better trained teachers in Kentucky. The Training School has played a conspicuous part in this advancement.



Prof. Richard A. Edwards
Director of the Training School,
1918-1955.



Dr. J. Dorland Coates
Principal of Model High School
1935-1954; Director of Teacher
Training, 1954 to the present.

CHAPTER VII

THE LIBRARY

By Miss Mary Floyd

"Education on a high level will continue throughout life for those who form the habit of reading good books."

President O'Donnell, E. K. S. C.

The history of the College library 1906-1936 and the physical arrangements of the remodeled and enlarged building were discussed in *Three Decades of Progress* published in 1936. Therefore, this chapter will stress the function of the library. In June 1954 the University of Chicago Graduate Library School held a conference on "The Function of the Library in the Modern College." The keynote of that conference and the present day philosophy concerning college libraries was aptly expressed by N. F. McKeon Jr. of Amherst College in these words: "On any campus the services of the library are a function of the institution's curriculum, and they are defined in detail by the teaching methods of the faculty."

College professors and librarians from leading colleges and universities were agreed on such points as: The aims of the university should determine the policies of the library, a liberal education is basic for a citizen in a democracy, students learn for themselves in panel or group discussions, conferences, debates, committees for critical inquiry, analysis and evaluation. The faculty and library staff should make a common cause for education. It is imperative to have delightful, new materials fastidiously selected. What is done with books counts most in the end. It might be well to list here the lofty aims envisioned by a member of the faculty at Eastern, W. L. Keene, English Department, as set forth in the dedication program on May 26, 1936.

THE DEDICATION

To the reading of books as the most complete record of the story of man;

To books as the golden thread of human tradition — best historian of the past, interpreter of the present, and prophet of the veiled future;

To books that give knowledge — history, science, and all written records of the world's best truth;

To research — the seeking of new truth, new relationships among old truths, and new applications to the arts and pursuits of living;

To books that exceed mere knowledge; religion, philosophy, the world's greatest poetry — books of ageless beauty, and wisdom, and all "the still, sad music of humanity;"

To the reading of books that call to action: in a world beset with wars, tormented with hunger, blighted with ignorance, and haunted by unnamed fears;

To exquisite books of sheer delight — a child's fairy tale, a fireside story, strange adventure in far-off lands;

To Kentucky books — bright, new volumes of today, and old and rare books steeped in the elusive fragrance of many yesterdays;

With an abiding respect for books, even apart from their message, as monuments to manifold human ingenuity and industrial skill — the triumph of centuries-long progression from hieroglyphics to alphabet, from papyrus and parchment to the exquisitely printed and illustrated examples of modern bookmaking art;

To beauty of setting and surrounding; to innumerable hours lived in spacious reading rooms of faultless color and design, enriched with an external loveliness of campus green and gold;

Finally, remembering all high hopes that have gone into its building, those who serve and those who shall be served here through the years, the people of a state and nation whose wealth gave it being, its inception in a dream of greater usefulness for the College of which it is a part, and its final completion as a worthy temple of learning, enduring and beautiful, **WE DEDICATE THIS LIBRARY.**

Thus the faculty and library staff were pledged to a common cause for education. The present services have developed according to the changing times and the needs of the College. Many times readers comment on the fact that Eastern has a good library. Credit for this is due the Administration for increased budget for books, a Carnegie Grant of \$6,000.00 in 1938-1941, and faculty cooperation in securing **BEST BOOKS** in all fields. They have not only studied needs for classes offered but they have also taken pride in securing a well rounded collection of 95,000 books and 300 current periodicals, up-to-date standard reference materials, basic books in each department, authentic and readable books for general information in all fields, adequate materials for graduate students, back files of bound magazines, and enough recent popular books for leisure time reading. Such lists as Shaw, Mohardt, Shores, Lyle, N.E.A., Southern Association and many others have been checked in an effort to keep in mind the standards held for college libraries in general.

The book collection has increased considerably in the past twenty years, not only in quantity but in quality, as becomes a college library. In addition to the main collection with open stacks for all the students, the reference and reserve rooms have adequate seating space. Current and bound periodicals with Readers' Guide and Education Indexes are also easily accessible, and there is a laboratory collection of state adopted textbooks for elementary and secondary teachers. A picture file, a verticle file, and special rooms and collections available for browsing and study complete the library's offerings.

For the prospective teacher, there is no place more helpful than the Training School Library. It contains more than 6,000 carefully selected juvenile books, arranged according to the Dewey decimal classification. A good reference collection was selected first, then books to be used in connection with the class work,

books for pleasure, and suitable magazines were added. Books have been selected from the Children's Catalog and other selective lists as well as recommendations from the Training School teachers, the instructors of college literature classes, the librarian, and the children. This library serves more than 370 young people in grades 1 through 12. It also serves as a laboratory for college classes in education, in children's literature, and for student teachers. This is an attractive room with a full time librarian in charge.

The personal library of W. B. Ward (1877-1952) of Inez, Kentucky, an alumnus of Eastern, was received on November 6, 1952 according to the following paragraph in his will:

My library, consisting of about 3,000 volumes, fixtures and all, shall be tendered to Eastern Teachers' College, Richmond, Kentucky, on the condition that the authorities accept it as a single unit, to be kept intact and housed in space reserved for it, and known as the W. B. Ward Unit in a gift by the first man to finish a certificate course in the old E. K. S. N. S., and the first Big Sandian to acquire a life diploma.

In addition to numerous books on education and professional topics in the Ward Collection, there are books on literature, religion, history, science, love, law, business administration and public affairs. Biography and poetry must have been his hobby. These books have a special book plate and are shelved in sectional book cases in one of the large reading rooms near the front of the building. This makes an attractive browsing room for students.

Other personal collections have been given to the library with permission for selective cataloging. In this way duplication and materials not suitable for a college library have been avoided. Among those of special value are contributions by Professor G. D. Smith on general science; Mrs. C. A. Keith on genealogy; Dr. Dean Rumbold on biology; Mr. and Mrs. Brutus J. Clay on history and law; and by Miss Marie Roberts, Mrs. Waller Bennett, Miss Lucia Burnam and Mrs. Cynthia Burnam, whose libraries contained interesting materials published before 1900.

The John Wilson Townsend Library was the first important personal collection of Kentuckiana purchased by a Kentucky State College. Mr. Townsend, a well-known Kentucky author, published *Kentucky in American Letters* in 1913. Since that time he followed a hobby that led to the collection of books about Kentucky. His chief objectives were to secure first editions of Kentucky items in mint condition, to have them autographed by the author and to insert some sort of annotation and a letter from the author in each volume.

This unique library of more than 1,700 books was purchased in 1930 by Eastern to be kept as a special research collection. It now has 5,487 books. The policy has been to purchase "first editions" as they come from the press and old or "rare" books available at a reasonable price. A special book plate was designed in compliment to Mr. Townsend by Mr. Sudduth Goff, a native

of Lexington, Kentucky, now connected with the Art Institute of Chicago. He took the design, by request, from a medal given to Mr. Townsend by his alma mater, Transylvania University. In addition to this research collection the library has a group of more than 1,000 Kentucky books in the Main stacks available for circulation.

The Film Library and the International Relations Center are housed in the library building, but are directed with separate budgets and organized for direct services to faculty and students. The Cooperative Film Library was organized as a service agency to twenty state high schools which became members of the organization. Each high school purchased three films from the Erpe Film Company to add to the Cooperative Library, making a total of 93 films. The first films were mailed out September 27, 1941. Each school was allowed to schedule three or more films each week, and these films were mailed out each Saturday to be returned by the next Friday. They were serviced each week and made available to other schools.

Mr. G. M. Gumbert was director of this Department from its beginning in 1941 until his death in December of 1953. Since February, 1954, this department has been under the direction of Mrs. Kathryn E. Davis. The film service to high schools holding membership in the Cooperative Film Library is still available. In addition to the Public School service, this department schedules, upon request, classroom films from major college libraries to be shown to many classes and organizations at Eastern. They are shown in the Little Theatre of the Student Union Building where a projector is permanently located for this purpose.

The Eastern Kentucky Center of International Relations, housed in the Library and directed by Mr. Glenn McLain from 1953 to 1956, was established under a grant from the Foreign Policy Association of New York. It is now (1956-57) under the direction of Dr. L. G. Kennamer and has more than 75,000 pamphlets, documents, reports, posters and maps. These materials fall into four general categories: Materials from embassies of the world, Official State Department documents, reports and studies from Congress and various types of materials from private organizations.

The purpose of the Center is to gather materials on foreign policy, foreign affairs, and the social sciences and to provide library service for the college, community and high school programs. Materials are mailed upon request or borrowed from the center in pamphlet and booklet bindings. There are 57 such Centers in the United States. It is a bold experiment which promises to broaden the horizons of a large number of Americans.

A more effective program of library instruction is needed. A better organized approach to the problem of helping students to assume the responsibility for thinking, for helping themselves, for developing skill in the use of library materials, since such self-help education is important. Guidance in this has long been on an experimental basis and gone through many changes.

In 1930 Eastern was designated as one of the Kentucky colleges for training high school librarians to meet the standards of the Southern Association of Colleges and Secondary Schools for part-time librarians or teacher-librarian with six to twelve hours of library science. At the end of the summer session in 1933 all courses in library science except one was discontinued.

Library science 166 was included in the catalog as a one hour required course for freshmen. Certain lessons were planned and taught by each member of the regular library staff. In this way it was possible to motivate the work in terms of the daily demands in the library, and to make assignments in cooperation with other faculty members, thereby giving freshmen the practical help needed and also giving librarians an opportunity to become better acquainted with teaching methods and with students. In 1935 the library staff published these lessons under the title of "A Guidance Outline for Library Science," to be used as a text for this course. A revised edition of 1939 had this quotation from J. G. Saxe as its preface:

I love vast libraries; yet there is a doubt
If one be better with them or without,
Unless he use them wisely, and, indeed,
Knows the high art of what and how to read.

Curriculum changes brought this course under consideration in 1951 when it was discontinued for an experiment in faculty responsibility for reading guidance. An orientation unit of several lessons was included in Sociology 100, a required course for freshmen, and a library handbook called "An Invitation to Use Your College Library" was prepared by the library staff. This gives a brief introduction for physical arrangement, use of catalog, reference and reserve collections, Readers' Guide and periodicals, staff and service. The major responsibility for use of the library now rests with the entire faculty as expressed in a message from the Dean's office in July 1955: "As college faculties, we must come to realize the part that wide and intelligent use of the library can play in increasing the effectiveness of teaching, and we must seek to develop skills in obtaining and organizing materials of instruction and in guiding students in their use. We can and should integrate our class work more effectively with our library facilities. Better teaching will result. LET US TAKE THIS AS ONE OF OUR IMPORTANT GOALS OF THE NEW YEAR."

In addition to faculty guidance, a library tour is included on the schedule for all freshmen during orientation week at the beginning of the school year. There is a conference room in the library with tables and chairs where any number of books are moved from the stacks and used for class discussion at any time faculty members desire. Dormitory collections have been supplied on request.

A list of new books ready for circulation is included in the weekly faculty bulletin. An annual list of "books purchased" is sent to the faculty members in time for use during the Summer

Term. A student library committee of eight members provide posters, write articles for the student paper, and in general encourage other students to realize that the College library is a vital part of the College program. Usually there are thirty-five or more students who work part time in the library during the year and become messengers of good will among other students for more and better use of the library.

Probably the most spectacular change that has come to the College library for serving according to the needs of the institution was during the war years. Branch No. 6 of the Women's Army Auxiliary Corps was established at Eastern in March, 1943. The first class of 300 arrived by train the night of March 19 and were greeted by a crowd of townspeople. Three weeks later approximately 200 more arrived. Classes at first completed the course in six weeks, but later the training period was extended to eight weeks with a class graduating every four weeks. On February 8, 1944, the final graduation program for Women's Army Corps at Eastern was held. The total number of WACS graduated for the Army Administration for army administrative service was 1,655.

The implements for the College library were many and varied. Two large reading rooms in the library were converted into classrooms for the WACS and a study hall was provided at night. Reserve books were moved back into the main stacks and the reserve room was used as a study hall for the AST boys (200 men in the Army Specialized Training Corps on the College campus from September, 1943, until February, 1944). Books for their own "paper work," service records, military correspondence, pay and allowance, A.W.O.L., discharges, desertion, releases and retirements, legal aspects and orders, were kept up-to-date, and special shelf space was given for this material and their daily announcements and schedules. Little time was left for casual reading but there were many calls from instructors for special materials and educational guidance in teaching methods. The fiction, current magazines, travel and biography sections supplied recreational materials with an occasional demand by an individual for hobby books on photography, foreign languages, drama, law, music, art, and other more surprising topics. Thus the library truly became the center of the College program streamlined according to the demands of the day. Service continued for the faculty and student body from the circulation desk with open stack privileges in addition to reading tables and the usual service from the Reference Room.

Adjustments? Yes. Difficulties? Yes. But a stimulating and challenging opportunity — a small contribution to the programs followed by the military groups here and elsewhere. Participation in the Victory Book drive with the College library as a center for collection, culling and shipping resulted in the contribution of hundreds of books for the armed services.

The regular library staff members have ever been alert to local, state and national library affairs. They have participated in professional associations, served on committees, held offices of

importance, appeared on programs and prepared articles for publications. They gave generously of their time for the Bookmobile drive in Kentucky. They assisted in the establishment of public library service in Richmond and in developing public opinion and support for the Madison County-wide Bookmobile service. Mrs. Mary Belknap Gray of Louisville donated the bookmobile, and it has been operated successfully since 1949 by Mrs. J. Q. Snow of the City-County Public Library. This was the third bookmobile for county-wide service in Kentucky.

The librarian is responsible to the president for all budget and administrative matters but confers with the dean on plans for improved service to faculty and students according to the needs of the instruction program. A library committee composed of twelve faculty members and eight student members meets regularly to consider the purchase of materials and in turn carry back to other members of departments suggestions for book selection and other plans for faculty-library staff-student cooperation.

Recognition as to professional rating for salary, leaves, vacations and participation in college affairs has been granted the library staff members since the School began. All present members of the staff have taught and may be asked to teach a class when needed. This is significant in the attitude held in service to students and faculty for closer cooperation, better understanding and fair consideration.

It has been the present Librarian's privilege to work with an efficient staff through the years. Due recognition is given to each in the list that follows:

Present Library Staff

Mary Floyed, A.B., M.A., and	
B.S. in L.S., 1930	Librarian
Mrs. Jamie Dearing Lamb, A.B., M.A.,	
M.A. in L.S., 1955	Circulation
Mrs. Lester Miller, B.S., M.S., 1945	Training School
Mrs. Mary S. Dickerson, A.B.,	
B.S., in L.S., 1948	Cataloger
Mrs. Nancy R. Park, A.B.,	
Certificate in L.S., 1954	Circulation and Reserve
Mrs. Lucile R. Whitehead, B.D.,	
B.S. in L.S., 1931	Reference and Circulation
Mrs. Kathryn Davis, A.B., 1954	Visual Aid Department
Miss May C. Hansen, A.B.,	
M.A., 1953	Half-time in T.S. and Reserve
R. A. Edwards, A.B., A.M., 1955	Half-time at repair desk

Other Library Staff Members Since 1936

Betsy Anderson, 1938-1940	Training School Library
Sarah Barker, Summer 1951,	
1955, and 1956	Reference and Circulation
Isabel Bennett, 1924-1946	Reference and Circulation

Alma Cochran, Spring Semester 1949	Circulation
Nelva Giles, Summer 1956	Circulation
Mrs. Lola Gary, 1947-1948	Circulation
Ida Greenleaf, 1940-1943	Training School Library
Mrs. Ida Greenleaf Goddard, 1948	Circulation
Mrs. J. S. Greer, 1943-1946	Cataloger
G. M. Gumbert, 1941-1953	Visual Aid Department
Zelma Langworthy, Summer 1955	Reference and Circulation
Frances Mason, 1931-1940	Training School Library
1940-1943	Cataloger
Mrs. Cecil Price Noland, 1946-1947 and Summer 1948	Circulation
Louise Rutledge, 1945-1948	Cataloger
Cleo Stamper, 1949-1954	Reference and Circulation
Alice Jane Tribble, 1946-1947	Substitute

Flexibility has been a goal held for the library staff organization. A fair division of responsibility has been the first concern of the administration, and the entire staff has shared in planning the work. Regular contributions from each member keeps the work running more efficiently as responsibilities and opportunities change. The routine of housekeeping, the supervision of student help, reference questions, readers' advisory service and continued study for securing materials needed are all important. But even more important is service to faculty and students in a way that public relations will make for efficiency and pleasure in the use of the library. The originality and enthusiasm of each member can do much to increase the type of service when the organization is kept flexible. Each can vie with the others in consideration for those who come to be served. Here is probably where the staff's happiness in their work increases in proportion to the personal contributions of each member in kindling and cherishing the potential scholarship that exists among students of Eastern.

As to the future program in a world concerned with atomic energy, newer media of communications — cinema, microfilm, telephoto, wire recording, F.M., T.V. and radio — there is still much to be done to keep library work geared to the needs of the times. Improvements may be anticipated therefore in listening rooms, air conditioning, indirect lighting, sound proofing, etc., but according to a recent statement by Lyle M. Spencer, President, Science Research Associates, "Reading is a main route to self improvement, whether your purpose is to get a better job, to become a better citizen, or just to keep up with the world and the interesting people in it. When you were in school, about 90 per cent of everything you learned came through reading and the pattern is not much different in the job world."

One personnel manager put it this way: "The best executives, I'm convinced, are the ones who are able to maintain a broad outlook and perspective on our business. That's why I insist that our top management people continue to read widely in areas outside

their own fields." All of which indicates that for a college library the future outlook might be summed up in the prophetic words of Goldsmith: "In proportion as society refines, new books must ever become necessary."



View from Sullivan Hall: the Library, University Building, Miller Hall, and upper part of the Amphitheatre.

CHAPTER VIII

THE MEMORIAL MUSEUM

By Jonathan T. Dorris

Its Origin

When the Director of the Museum came to Richmond, in September, 1926, as Professor of History and Government, he possessed several items suitable for exhibits in a museum. In less than a month after he began teaching, President T. J. Coates asked him to address the faculty and students of Eastern during convocation in the auditorium of the old Central University Building.

The Director had long before October, 1926, learned to appreciate the educational value of museums. Believing that Eastern would be better prepared to train teachers (and citizens) for life, if a museum was developed on the campus, he readily decided to speak at the convocation on "The Educational Value of a College Museum." He took to the platform a Confederate sword, surrendered to a Union general during the Vicksburg campaign of 1863, and a few other historic items to illustrate his points, and spoke at length on the subject.

The Director recognized at the outset that he was in a desirable community to promote a museum and to write and teach local history. The very atmosphere seemed charged with historic lore. Daniel Boone, Kit Carson, Green and Cassius Marcellus Clay, John G. Fee, John A. R. Rogers, Samuel Freeman Miller, Daniel Breck, James Bennett McCreary, William J. Stone, David R. Francis, John White, Squire Turner, Lindsay Hughes Blanton, John Speed Smith, and many other distinguished persons whose careers were associated with the history of Madison County left records of achievement that caused him to resolve to commemorate their lives in some permanent manner.

Moreover, there were places of historic importance that stimulated the Director's interest and intrigued his imagination. Indian Mounds, Twetty's Fort, Boonesborough, Sycamore Hollow, Milford, Richmond, The Squire Boone Rock, Berea, the Richmond Cemetery, Mount Zion Church, the Battlefield of Richmond, Central University, Old Cane Springs and Slavery, Waco and Bybee potteries, the Solomon Smith House and Woodlawn, White Hall and the John Speed Smith House, Castlewood and Cumberland View, Howard Hall and Berea's Union Church, and many other places brought to mind stirring events in the history of the County, the State, and the Nation. In this historical and wholesome environment the College Memorial Museum originated. It should be

a repository, therefore, of things pertaining to the history of the community, as well as items from more remote places in Kentucky, the United States, and the world at large.

President Coates was the first person in Richmond to assure the Director of the College's ultimate, substantial support of a museum on the campus. The two men were passing the Coates Administration Building very late one February afternoon in 1928, going to their respective homes, when the President, without any suggestion from his companion, said: "We are going to include quarters for a museum in our building program." That was encouragement, indeed, but the inspiring spokesman faded away on Saint Patrick's Day (and his birthday) in March, 1928. Had he lived a few years longer, the Museum might have been adequately housed many years earlier.

President Donovan's Administration

During the first year of his administration, President Herman Lee Donovan appointed the Director as "a committee of one" to develop a museum on the campus. Later the Director asked him to appoint a faculty committee to advise and assist in this enterprise, but he declined to do so. Such committee would surely have caused greater interest in, and support of, the Museum on and off the campus. At least, the Director thought so.

Some noticeable progress was nevertheless made in the development of the Museum during this administration. The President was very busy with many other phases of college development, and the Director had other historical projects which consumed most of his time outside the classroom. Both president and teacher, therefore, might be excused for seemingly neglecting the Museum. Yet some attention was given to its development. The Director purchased a good, used, eight-foot, three shelved, store show case, and placed it in his office in the Administration Building, and began displaying objects of historical interest. A little later, at the expense of the College, he had a large flat museum case made by the Combs Lumber Company of Lexington. Two other flat-top, five-foot cases were purchased (\$110 each) by the College, and another used, three-shelved store case by the Director. These cases and the one in the office were placed in the large corridor on the third floor of the Administration Building, and the Museum began to appear as a somewhat formable institution.

The existence of a museum is indicated by the display of objects of historical quality. In 1930 the Director obtained from Miss Emma Watts of Richmond a large, sales catalog of old books, manuscripts and such other items, offered by Maggs Bros. Inc. of London, England. The valuable items described in this catalog were most interesting—and often expensive, too. Catalogs have been coming to the Museum from London since 1930. The Director opened an account with Maggs Bros. and began purchasing books (at his own expense) of historical and museum quality. The first volume received was a copy of the third edition (1652) of Sir

Walter Raleigh's *History of the World*.¹ This is a rare, large book, bound in human skin, which Israel Disraeli called "a curiosity of literature."

Another old book, obtained at this time, was a copy of George Shelvocke's *Voyage*, published in 1726 — a volume that inspired Coleridge to compose *The Rime of the Ancient Mariner*. One of the most valuable items received from Maggs was the first English edition of the *Travels of the Jesuits* (two volumes, London, 1743) by John Lockman.² In volume I (p. 419) a missionary, writing in 1683, describes California as a huge island. In the same volume (pp. 395, 396, and a map) another Jesuit, Francis Kina, is credited with finding as early as 1698-1701 that California is not an island³; but other books of the early eighteenth century in the Museum have maps showing a very large island, called California, off the western coast of North America. One such French volume, *Belgarde's Voyages* (1708), shows the Mississippi River rising in Canada and flowing into the Gulf of Mexico where the Rio Grande empties, thus explaining why LaSalle missed the mouth of the Father of Waters, in 1684, and landed several hundred miles too far west.⁴

The mention of five other old volumes obtained in the early 1930's will suffice. One is a small book, published by William Penn and twelve other Quakers (1675) in a futile effort to get Parliament to relieve persons from taking oaths in the name of God. Richard Blome's *The Present State of His Magiesties Isles and Colonies in America* was published in 1687 to encourage emigration to America. The third is Dr. Samuel Johnson's *Taxation No Tyranny* (1775), printed in defense of the colonial policies of Lord North and George III. The first two volumes of Thomas Hutchinson's *History of Massachusetts Colony* (1765 and 1768, respectively), are among the best publications on early New England history. The fifth work is Rev. James Murray's *History of the War in America* (1780). These two volumes, published especially for King George III, contain twenty-three full-page contemporaneous likenesses of British and American leaders of the Revolution, including King George, Lord North, Lord Howe, Washington, Franklin, and Arnold.

In 1930, the Director salvaged a number of old books from an abandoned library in Lee County, Kentucky, where two bachelor scions of prominent Kentuckians, connected once, apparently, with Transylvania College, had lived in a five room lodge on the side of a mountain near Heidleburg. Some of these books are in the Museum. A purchase in the early thirties is a valuable book,

¹ The First edition was published in 1614, while Raleigh was in the Tower of London awaiting execution for treason against James I. The history, written in the Tower, extends only to the end of the Third Punic War (140 B. C.).

² The original twenty-five volume, French edition was published simultaneously in Paris and Montreal from 1719 to 1740. Lockman selected, evidently, what he regarded as the most interesting letters in the earlier work.

³ Another Jesuit, Father Francis M. Picolo, seems to have written in 1702 that California is a part of the continent. *Ibid.*, p. 395, note.

⁴ LaSalle intended to found a French settlement at the mouth of the Mississippi, but evidently his map showed the river much farther west.

anonymously published in 1656, in *Defense of the Reign of Charles I*, who had been executed in 1649. This volume and the one by William Penn have the autograph of J. K. Paulding, brother-in-law of Washington Irving and author of *John Bull and Brother Jonathan*.

While the Director was collecting valuable old tomes in the 1930's he was also gathering historic items of a more substantial character. He loaned a young man some money to complete payment on the premium of an insurance policy and received as security a quantity of Indian artifacts. The lot included many arrow heads, tomahawks, battle axes, skinning flint knives, six strands of Indian beads, a quiver of arrows, and a long bow. The quiver and the case for the bow were made of horse (or deer) skin. The security also contained a carbine, saber and pistol, used by a Union trooper in the Civil War. All these items have remained in the Museum, for they have never been redeemed. The Director also obtained three cannon balls from the Vicksburg battlefield of 1863, and a peculiarly shaped cannon ball from the Perryville, Kentucky, battlefield. A sword, found near the Richmond-Lexington Pike soon after the Battle of Richmond (August 30, 1862) was given him by the son of the finder, a Mr. Burgin.

Change of Presidents

In 1941, Dr. Donovan became president of the University of Kentucky and Dr. William F. O'Donnell became president of Eastern. As Superintendent of Schools of Richmond for fifteen years, Dr. O'Donnell had manifested much interest in the Director's efforts to establish a museum. During the depression of the thirties he and the Director selected a site for a museum where the machine shop has since been built near the public school building for white children. When the two promoters interviewed the representative of the federal government in Richmond to obtain funds for a museum building, they were informed that the authorities at Washington had just discontinued the policy of aiding local communities in building projects. An earlier request for funds, apparently, would have been granted.

Sometime in the thirties the Director proposed to the Madison County Fiscal Court that a wing be built to the north-west corner of the County's Courthouse. He recommended, if the annex were constructed, that the first floor be used for a county museum. Fortunately, perhaps, the proposals for a city museum and a county museum never materialized, and a museum on Eastern's campus was ultimately to become a considerable element in the College's educational program. Moreover, the two men in Richmond who were interested in promoting museums were finally able to work together toward that goal in the College.

With President O'Donnell's sanction, therefore, the growth of the Museum continued. After the war ended in 1945, the President found, as war-surplus property, six large cases in Cincinnati, which were suitable for a museum. They had evidently been

prepared for another purpose. After much effort and delay, and apprehension that they would not be obtained, the glad news came that the College might have them. These handsome, seven-foot-and-five-inch, five-shelved glass cases are shown in the accompanying illustrations. Two large cases made by industrial art students on the campus were later added to the Museum, and are also shown at the far end of one of the illustrations.

All of the cases mentioned thus far (and two other common store show cases, also obtained in the early forties) were placed in the wide space on the top floor of the Administration Building. Two or three members of the faculty made valuable loans to the Museum for a brief time while it was in the Administration Building, and a few other members have made gifts to it since it was moved to its present quarters. Efforts in the 1940's, as in the 1930's, to have a faculty museum committee appointed to assist in the movement were in vain. Such a committee was appointed in April, 1956. The Director's requests to two presidents of the Alumni Association, in the 1950's, to appoint an alumni committee to aid in the enterprise have not yet (1957) been granted.

In April, 1954, the Director made an earnest plea to the Alumni for aid in developing the Museum at their breakfast in the Brown Hotel, Louisville, at the meeting of the Kentucky Educational Association. His speech was printed in the *Eastern Progress* a little later. In recent years the *Progress* has printed several illustrated articles in its columns pertaining to the Museum, which, with Randall Field's illustrated articles describing the Museum in the *Richmond Daily Register* and the *Lexington, Kentucky, Sunday Herald-Leader*, early in 1956, have increased community interest in the Museum.

More Exhibits

Many exhibits, besides those already mentioned, were collected while the Museum remained in the Administration Building. Among books of historic import is a large manuscript Bible, prepared in the thirteenth century (1200's). It is a good example of the work done by scribes in the scriptoria of the medieval monasteries and cathedrals. Another volume, also purchased from Maggs Bros., is an incunabulum containing more than five hundred letters by Pope Pius II, while he was secretary to the Papacy, before he became Pope in 1458. The book is classified as an incunabulum because it was published (1486) before 1501. It is therefore one of the earliest books published, printing having been invented by movable type about 1450. A Bible, printed in 1615 by Robert Barker, printer for James I of England, is a valuable item, not only for its age, but also because Barker printed the King James Version of the Bible four years earlier.

With the manuscript Bible and incunabulum mentioned above, there came from London a Babylonian clay tablet dating 2200 years before the birth of Christ. The information contained thereon concerns the renting of boats on the Tigris River in that ancient

time. It is now on exhibit with another ancient tablet, made 2,000 years B. C., containing information about the digging of a canal near Nippur, in the reign of King Ibbi, son of Ur.

On a trip to Canada and New England in August, 1945, the Director obtained a cannon ball from a quantity on the Plains of Abraham, near Quebec, where General James Wolfe defeated the French under General Montcalm, on September 13, 1759. In Plymouth, Massachusetts, he purchased part of a set of dishes with the likeness of the Duke of Windsor on each item. The china had been made to commemorate the anticipated coronation of the Duke as King of England. In Hartford, Connecticut, the visitor was given photocopies of many Colonial and Revolutionary documents — The Fundamental Orders of Connecticut (January, 1639), the Fundamental Agreement of New Haven (July, 1639), Connecticut's Charter of 1662 (a very liberal government uniting Connecticut and New Haven and lasting until 1818), and a brigadier's commission in the Revolutionary Army. Two other photocopies of manuscripts not pertaining to Connecticut were the Mayflower Compact (1620) and Washington's commission by the Continental Congress (June 19, 1775) as Commander-in-Chief of the United Armies of the Colonies, evidently the only commission he ever received during the Revolutionary War.⁵

One of the most valuable items obtained in Hartford was a small cross and base, made from the historic Charter Oak that played so prominent part in the clash between the colonial government of Connecticut and the authorities of England in 1685. In Salem, Massachusetts, the Director obtained part of a bedspread made by Mrs. John Proctor, whose husband was executed for witchcraft, in 1691, and who would have been executed herself if she had not been "expecting." Two other items, not obtained in New England, might be added to this list. One is an original copy of a petition to the legislature of Kentucky, in 1792, by Green Clay and thirty-two other persons in the Kentucky River Valley, to locate the capital of Kentucky at Boonesborough. These patriotic citizens offered the State 18,550 acres of land and 2,630 English pounds (more than \$11,000) to obtain the seat of government in Kentucky at Boonesborough. The other item is an original copy of the last "wall-paper edition" of the *Vicksburg Citizen* for July 2, 1863, giving information about the siege of Vicksburg. Both exhibits are framed.

Quarters for the Museum

The Director was elated when told by his President, in 1952, that quarters for the Museum were being provided in the new Science Building then under construction near the Administration Building. By the first of October, 1953, the Museum was moved to the ground floor of that building. A view of the campus is shown from seven large windows on the east side, and a commodious office is in the south-east corner of the room. Twenty

⁵ The original commission is in the Library of Congress.

handsome cases were soon (1954-56) obtained from the David Barne's Woodshop of Richmond, and the Museum began to resemble a considerable and worthy addition to the College.

With adequate room (for a time, at least) and more cases, many exhibits were added to the Museum. Returning soldiers, sailors and members of the Air Corps found an appropriate place to store their war trophies. Some G.I.'s began giving and loaning items before the Museum was moved to its new quarters. Floyd Readnower of Ohio gave a United States flag salvaged from the USS *Dan Beard*, which the Germans sank in the English Channel; and Stanley Holland also of Ohio donated a large German flag captured with Nazi troops during World War II. Bim Steigner (not a student) of Richmond loaned a fine German machine gun, and Julius Sizemore (a student) loaned two common firearms used by the Germans. A G.I. student, Wesley Kirby, donated a cinder from the crater of the well-known volcano, Fujiyama, in Japan. But one of the most interesting contributions from World War II is the charred part of a wing of a Japanese suicide plane which (with another suicide plane) struck the American air craft carrier *Bunker Hill*, near Okinawa, on May 11, 1945. The donor, Arthur Seeholtz, who witnessed the attack, stated that \$30,000,000 damage was done the carrier, with casualties of 392 killed and 246 wounded.

Not every G.I. who has given or loaned war trophies to the Museum can be mentioned. Three others will suffice. Mrs. Susie Bowling, recent graduate, who served as a WAC in World War II, has given several items. One is a military jacket on which she sewed military emblems collected while serving in a military hospital on the coast of California. Another is a German aviator's cap with a remarkable personal history. A third is the helmet that she wore while in the service.

Among the many items contributed by Colonel Frank H. Wilcox, Jr., U. S. Air Corps, an Eastern graduate, are a German aviator's gas mask, a package of concentrated food which an American aviator carries to provide subsistence for two weeks, in case he were prevented from returning to his base, and a defending Saracen Crusader's helmet worn at least 500 years ago. It has words from the Koran inscribed on the base. Victor A. Venettozzi, Eastern graduate and member of the faculty, donated an eight by twelve inch metal likeness of Adolph Hitler, which he obtained in Munich, Germany. Two German helmets by the same donor are placed with this plaque.

One of the most appreciated friends of the Museum is Mr. Fred Kluth, apothecary of Louisville. Mr. Kluth is a collector of old, hand-painted apothecary jars. Late in 1953 he filled one wall case with twenty-two jars from his large collection. Some of these beautiful jars are hundreds of years old and come from many nations—Italy, England, Spain, Mexico. He also placed a delicate apothecary's scales with the jars.

Perhaps the most valuable and rarest item in the Museum is a Revolutionary soldier's uniform, a loan by the late Mrs. Anne

(Jerre B.) Noland of Madison County. Her great-grandfather, Captain John Boggs of the Delaware militia, wore it in the service and later, in 1796, when he married.⁶ Few museums in the United States have such an exhibit. Uniforms of Americans in other wars are desired for the Museum.

Limited space discourages the mention of other items. Nevertheless, the huge and very ornamental, hand-carved, mahogany bookcase near the office door should be mentioned. It was donated by Miss Elizabeth Collins of Richmond and an Eastern graduate in memory of her father, the late Tom Collins. The case now contains coronation china honoring Queen Elizabeth II, a few beautiful sea shells, some of the items obtained from the French Friendship Train of 1949, and a few pieces of ornate Indian pottery. The last term suggests Indian pottery from Panama and from a mound in Arkansas, placed with a pagan idol from British Honduras in another case. This last mentioned case also contains some exhibits from Mexico, including stone chippings of human faces from objects that evidently existed before the Spanish conquest in the early sixteenth century.

The Present and Future

The Museum, in reality, is a comparatively new process of learning on Eastern's campus, though it has been thirty years in developing to its present condition. Teachers and students are coming to appreciate its worth. There are daily visitors; students of the College come in between classes and at other times, but not yet (October, 1956) in numbers and duration of time as should occur. Moreover, teachers of certain subjects are finding exhibits that vitalize their subject matter—topics for themes in English and papers in history. The Museum is specially replete in material illustrative of American Colonial and Revolutionary history. Furthermore, there is not another college, perhaps, in Kentucky or the United States that has items contributing so well to the understanding of the restoration of the Confederates to their rights and privileges during and after the Civil War (1861-1898). One such item is a real pardon of a Kentuckian who supported the Confederacy, signed by President Andrew Johnson and Secretary of State William H. Seward. This rare and valuable document was loaned to the Museum by Attorney John Muir of Bardstown, Kentucky. Many old maps on exhibition should also intrigue the interest of teachers of history, literature and geography. One is a 38 by 54 inch map of Madison County, printed in 1876 and giving much information about the County. It was donated early in 1956 by Charles Curtis, an Eastern student of the County.

In English history there are some items of much interest. "*A Chronicle of the Kings of England*" (London, 1674) and Edward Earl of Clarendon's *History of the Rebellion and Civil War in England* (London, 1704), both loaned by Mr. Ralph W. Griffin of

⁶ A great-grandson of Captain Boggs, Dr. R. C. Boggs of Willmore, Ky., has presented (March, 1956) a three-barrel gun to the Museum (two barrels for bullets, one for shot), made by a Pennsylvania gun-smith, in 1850.

Mt. Vernon, Kentucky, are illuminating items. Other exhibits, loaned by Mr. Griffin, offer information not to be found elsewhere on the campus, or perhaps in Kentucky.

Among the weapons of war is a peculiar flint-lock musket made, evidently, in Spain or Morocco some two hundred years ago or longer. It was used by an ancestor of Joseph Casey of Cork County, Ireland, in the Irish rebellion against England in 1798. This and other exhibits,—a large, flint-lock, "horse" pistol, loaned by Cecil Pearson, a native of Madison, and another, an early cartridge gun, and modern repeating and machine guns—illustrate the quality of early firearms.

Teachers of courses in Education may find useful, illustrative material in the Museum. There are many old texts that indicate progress in education. One exhibit of particular interest is a long description of a system of national education suggested and published by Robert Gorham of New Jersey, in 1791. Writers in the history of education in the United States appear never to have seen this rare item. Several old books, one published in 1798, should interest teachers of music. Another is a very large volume of selections composed prior to 1850. Perhaps the most interesting number to Kentuckians is the *Fayette Legion Quick Step*, "composed and dedicated to Col. C. M. Clay, by W. Ratel", in 1844. Mr. Wilson Bond of Richmond gave the volume to the Museum.

The increase in interest of residents of Richmond and vicinity in the Museum is gratifying. This is specially manifested in gifts and loans. The late Mrs. Jerre Noland's loan of her great-grandfather's Revolutionary uniform is particularly appreciated. It is safer there than elsewhere. Mrs. Rice Wood's loan of a number of swords is commendable. They belonged to members of three generations of her family who served in wars in which the United States was engaged. Mrs. J. Mack Coy loaned a large Swiss clock and two very ornate metal urns of Swiss craftsmanship. Brutus J. Clay II had obtained the items while minister to Switzerland during Theodore Roosevelt's presidential administration. But the gift of an old drum, evidently made in 1789 and later used in warfare, is evidence of the Museum's worth as a repository for relics of war. It was carried by a soldier in General Green Clay's army which participated in the campaign that avenged the "Massacre of the Raisin" in northern Ohio, in 1813. Mrs. Clark Kellogg of Richmond, who donated the drum, also gave two typical goat-skin water bottles that she obtained in Palestine many years earlier. Dr. Hugh Mahaffey of Richmond gave a bazooka that he brought from Okinawa at the close of World War II. Mrs. Bennett H. Farris, another local citizen, placed a copy of *The Philosophy of Human Nature* (1812) by Joseph Buchanan, professor in Transylvania University, Lexington, in the Museum. It is the second book of considerable size ever printed in Richmond.⁷ These and other

⁷ The book of 336 pages was printed by John A. Grimes, Main Street, Richmond, in 1812. See Collin's *History of Kentucky* for an account of Buchanan. The first work printed by Grimes was *The American Medical Guide for the Use of Families*, in two volumes, probably the first (1810) work of its kind published West of the Alleghenies.

gifts and loans by citizens of Richmond indicate many such loans and donations that will be received in years to come. As this chapter was being written late in October, 1956, Master Paul David Myers, the son of Major Paul E. Meyers of Eastern's ROTC, gave the Museum the outer and inner helmets worn by Brigadier General W. W. Ford while Chief of all American Aviation at Augsburg, Germany, and Fountenblau, France, 1952-54. General Ford, known as the "Father of Army Aviation," was the first army officer (then a captain) assigned to organize the ROTC at Eastern in 1936.

During the Christmas recess of the present school-year Mrs. George Burnam of Richmond gave the Museum a pair of very large (3½ feet high, 16 inches in diameter) porcelain, handpainted vases. These valuable works of art were imported long ago from Bonn, Germany, and purchased by Mrs. Burnam and her late husband at an auction in New York City. Shortly before the manuscript for this book went to press, Colonel Paul H. Raftery, Commander of the Blue Grass Ordnance Depot, near Richmond, placed in the Museum examples of more than forty varieties of ammunition stored at the Depot. This exhibit and other items expected later from the B.G.O.D. will be useful to the College Reserve Officers Training Corps and in other respects enhance the value of the Museum.

The monetary value of the present contents of the Museum can hardly be approximated. It is considerable, of course, and increases every day. The exhibits are properly and adequately insured. Two copies of indices of the exhibits are being prepared as items are received, one for the Director's office and the other for the President's.

The permanency of the Museum seems assured. There is available adjacent room for considerable expansion when the present space is filled, and that condition now exists. Some necessary conveniences have recently been provided, and funds for cases, a student secretary, and office equipment have been furnished by the College. Money to purchase exhibits or pay the transportation of gifts, loans, and purchases has not yet been specially allowed (fiscal year 1956-1957), but such support in the future has been assured by the President of the College.

In conclusion, it might be stated that the Museum is becoming a most valuable addition, comparable to the library, to Eastern's large facilities for teaching and learning. Like Western Kentucky State College at Bowling Green⁸ and many other higher institutions of learning in the United States, the College in Richmond can experience much satisfaction in collecting, preserving, and exhibiting items of valuable historical significance from nearly every source, but especially from the United States. And also like West-

⁸ Western has had a separate, handsome museum and art building (the Kentucky Building) since 1937. The *Museum News*, published by the American Association of Museums, stated recently that there were only 600 known museums in the United States in 1930, but by 1954 there were 2,500.

ern and many other college communities in the United States, Eastern should hasten the time when the College in Richmond will have a handsome art-museum building.

Finally, the Director and Mrs. Dorris are resolved to give their valuable exhibits to the Museum in memory of their son and other alumni and students of Eastern, "who, in the language of their great Commander in Chief, 'Dared to die that freedom might live, and grow, and increase its blessings,'"—that "Peace on earth and good will toward all men may sometime reign over this globe. . ."⁹ Professor William L. Keene honors these valiant sons of Eastern in his inspiring chapter (XIV) on "The War Years."

⁹ See **A Log of the Vincennes**, mentioned in Chapter XIV, for these quotations.



The Director of the Museum, Jonathan T. Dorris, standing by one of the cases obtained from U. S. Government authorities.



The Science Building, completed in 1953. The Memorial Museum is on the ground floor.



The Memorial Museum looking north. The office and other cases are at the south end. A fourth row of cases near the windows is not shown.

CHAPTER IX

AGRICULTURE AND STATELAND FARM

By William Stocker

Agriculture has been taught at Eastern continuously since the organization of the institution in 1906. In the early days, however, there was no Agriculture Department, and most of the teaching of agriculture was done by members of the science faculty, especially by the renowned Professor George Drury Smith, who was greatly interested in the growing of fruits, because he believed that Kentucky had soils, topography, and climate that were well suited to this agricultural endeavor. Many of the students who attended Eastern between 1906 and 1912, when a full time agricultural teacher was employed, had the opportunity to visit the fine orchard that Professor Smith maintained at Conway, Kentucky, just south of Berea. In reading through *The Talisman* for 1909, a publication of the College that is now on file in Eastern's Museum, there is much evidence of the interest of students in agriculture in the years following 1906. In one issue of this publication, for example, appear articles entitled "Running a Farm In a Business Way," "The Growth of Agricultural Instruction," "A Plea for Agriculture in Rural Schools," "The Farmers Plea," "Knapp's Ten Commandments of Agriculture," and "The Farmer's Victory."

Not only were the first teachers of agriculture concerned with the teaching of the subject on the campus, but they, under the direction of President Crabbe, organized what were known as Farmers' Chatauquas, which existed for the purpose of giving instruction in agriculture to practicing farmers in certain parts of the county. In the College Library there is a pamphlet giving the complete program for one of these Chatauquas at Foxtown, six miles north of Richmond.

Many subjects, such as the vaccination of hogs, the planting of fruit trees and the growing of orchards were covered, and judging from the pictures of the event, the attendance must have been excellent. One wagon load of students from Eastern attended, and on Sunday, the opening day, only religious services were held. These services were lengthy, however, and they extended far into the night.

Another interesting feature of these early efforts at teaching agriculture at Eastern is that the students in the training school were required to grow a small garden. These gardens were ten by twelve feet, and the supervision was given by the practice teachers. Not only did the practice teachers have to supervise the work of

the younger students, but they were required to grow a garden of their own that measured twenty-five by forty feet. There are several pictures available on the campus today showing the students at work in those gardens, which were located in the area now occupied by Burnam Hall and the land to the south and east of this Hall. The vegetables grown were used in the dining rooms of the College. Descriptions and pictures of these gardens may be found in the first four volumes of the *Eastern Kentucky Review*, which are available in the library.

Course offerings in agriculture prior to 1911 were very meager, but most of the students were required to take at least one term of work in this subject. One of the very early catalogs indicates that all students must take one class in agriculture, and for those who were interested, two more electives in the subject were available.

In 1911, the Kentucky Federation of Women's Clubs presented a resolution to the Board of Regents of Eastern, urging the State Normal Schools to make such provisions as may be necessary to prepare thoroughly students attending these institutions to teach successfully Domestic Science and Agriculture in the public schools of Kentucky. The regents must have taken this resolution very seriously, for within the year they employed Mr. J. S. Pullen as a teacher of agriculture, and a committee was appointed to take options on a prospective farm for school use. The committee was instructed to look for a farm of about a hundred acres, adjacent or accessible to the present campus, and that they should report to the Board of Regents at the earliest possible moment. This committee consisted of President Crabbe, Treasurer R. E. Turley, and Superintendent Barksdale Hamlet. Action was also taken in 1911 to establish a Department of Agriculture and space was made available in the basement of Roark Building for this new department.

The committee that was appointed to locate a farm for purchase recommended, in July, 1912, to the Board of Regents that \$25,000 be set aside, \$17,000 of which was to be used for paying for the farm and \$8,000 for the construction of a dairy barn and its equipment. In September, 1912, the committee recommended the purchase of a farm known as the Whittaker farm of 116 acres located on the Barnes Mill Pike about one mile west of the campus. This recommendation was soon approved and the purchase made, the price being \$18,000.

The College was very fortunate to get this farm, for it was located within walking distance of the campus and for the most part it was very fertile. Three kinds of soil were found on the farm — Lowell, Shelbyville, and Fairmount loams, all of which were moderately deep, brown, acid soils that are of very good fertility. The greatest objection was that the land was a little too steep for very intensive cultivation, but judging from the records that were left by the farm manager, conservation practices were used and types of crops were grown that kept soil erosion under control.

The farm was soon given the name of "Stateland," and an extensive program of improvement was begun to make it as much a model farm as possible. The proposed dairy barn was built, and it was a most excellent one for its day. Then close by a silo was constructed, which was used to feed the dairy herd during the winter. Not much progress was made, however, in improving the dairy herd. When the farm was sold in 1922 the herd consisted of about a dozen grade Holstein and Jersey cows. Near the front of the farm was a very nice home, which was occupied by the family of the foreman. There was a cottage located farther back from the road for the farm worker and his family.

The farming activities carried on at Stateland were those usual in this part of the State, except, as the 1913 catalog states, there was no attempt to grow hemp or tobacco. The catalog goes on to say that the policy was to eliminate the Jersey cows and substitute the Holsteins because of their larger milk producing qualities. Duroc hogs were the standard breed of hogs grown on the farm. These were produced mainly for furnishing pork to the college dining halls. A great abundance of vegetables were also produced largely through the use of student labor. It soon becomes apparent, as the history of this farm unfolds, that students in great numbers were used on the farm to grow the vegetables, care for the milk and produce the crops.

The 1914 catalog declares the purpose of Stateland to be as follows: To be used for demonstration purposes in relation to the department of agriculture of the Normal School; to give the students attending the school work to help them pay expenses; and to furnish the dormitories with milk, eggs, and vegetables in season, thus lowering the cost of living to students in school. Stateland was in no sense a commercial enterprise; it was expected to do all the things listed above to pay its expenses and to show a small yearly balance. Above all things, it was intended to teach and demonstrate. Whether these objectives were ever accomplished is largely a matter of conjecture but such professors as G. D. Smith, J. W. Pullen, and Rex Cox must have regarded them as worthwhile experiences for the students. Financially, Stateland was not a tremendous success. The records indicate that it operated at a loss of about \$500 a year, but when the farm was sold in 1922, it brought a price sufficient to wipe out all the deficit and leave a net profit of \$2,956.75.

One interesting fact comes out of the first catalogue description following the formation of the Agricultural Department. The department was referred to as the Rural Life and Agriculture Department. This terminology was perhaps used because the teachers were not only concerned with agriculture as a means of making a living, but also as a way of life. About 1924 the term Rural Life was dropped from the title, but it probably should have been used down through the years, because all teachers of agriculture are concerned with the "living" aspect of farming.

In 1918 Professor Smith had almost stopped teaching agriculture, so Mr. Rex Cox was employed to help Mr. Pullen, the head

of the department, to carry the teaching load. Mr. Cox continued to teach until 1928, except for a year's leave of absence when his position was filled by Mr. C. M. Wade.

In the late Fall of 1922, Stateland was sold to Mr. Ashford Million. This sale was made because it had become apparent that a farm adjacent to the campus was to be sold, and the College needed to be in a position to buy this land, known as the William Gibson farm, so that there would be room for future expansion of the campus. Shortly after the sale of Stateland Farm, the Gibson property was bought by the College. This farm consisted of 148 acres that lay to the East and South of the campus, and all the stock and farm machinery were moved from the old farm to New Stateland Farm in December, 1922. In many respects, New Stateland Farm represents one of the finest assets the school has acquired, because it has provided room for the present Weaver Health Building, constructed in 1931, the football field, constructed in 1932, the Hanger Stadium, constructed in 1935-36, several faculty houses, a small rural demonstration school, constructed in 1929, and a new baseball field, constructed in 1955.

New Stateland Farm had been badly treated by its previous owners. The buildings were in bad repair, the fences were falling down, the land had been allowed to erode and gully by careless farming, osage orange hedges used for fences had been allowed to grow untrimmed and to multiply throughout the pastures.

The management of New Stateland Farm was taken over by Mr. A. B. Carter in January, 1923. Mr. Carter moved into the main dwelling on the farm, a large brick house of nine rooms, formerly the residence of Mr. Gibson, now called Stateland Hall, and continued to live there until he moved to his own farm in 1950. He continued to operate New Stateland, however, until his retirement in August, 1954, when Jackson A. Taylor, graduate of the University of Kentucky, became farm manager.

Mr. Carter was one of the most enthusiastic dairymen that the State of Kentucky has seen, so, under his management, work was begun to establish a first class dairy herd and to build facilities for caring for such a herd. There were two barns on the farm at that time, one of which still stands near the south-east corner of Hanger Stadium. It was this barn that was selected to house the herd. An addition was built, stanchions were erected for the cows, and all the milking was done in this barn until a new and completely adequate dairy barn was built in 1928 at a cost of \$9,600. This barn was constructed by the Muncy Construction Company of Berea, Kentucky, according to plans and specifications prepared by the Loudon Dairy Equipment Company of Fairfield, Iowa. The new barn provided for the housing of thirty-three dairy cows, and all the space was soon filled with an excellent herd developed under Mr. Carter's leadership.

A good milk processing plant was built soon after the dairy barn was completed, and equipment was installed to cool the milk rapidly and bottle it for use in the College cafeteria. The herd

produced more milk than was used in the cafeteria, so a milk route was established throughout most of the town, chiefly to supply families of the faculty and administrative staff; but this practice had to be discontinued in 1950 because the enrollment of the College had expanded to such an extent that the farm could no longer meet the demand for milk on the campus.

Many farm enterprises were undertaken at New Stateland other than the dairy. Until 1948 gardens were grown almost every year in an attempt to supply at least a part of the college need. Gardening became an especially important feature between 1937 and 1940, when there were so many N. Y. A. boys (National Youth Administration students) on the campus that were available for such work as this. Mr. George Rhoderher, a gardener of wide experience, was employed to supervise this phase of the work. Gardening has now been discontinued because there is not enough land available to support the growing dairy herd and because students seeking employment are not available in sufficient numbers. Many hogs and chickens have also been produced on the farm, but they have also had to give way to the dairy herd.

During World War II, when Eastern was operating a specialized training program for the Women's Army Corps, the milk processing plant was enlarged and provisions were made for pasteurization of all the milk used in the cafeteria. In the spring of 1956 a machine was purchased to homogenize the milk, so all milk produced now is grade A pasteurized and homogenized. Homogenization breaks the fat globules in the milk into such small particles that they do not rise to the top, consequently the milk at the bottom of the glass contains just as much fat as that at the top.

On May 12, 1955, a fire caused almost complete destruction of the dairy barn. The fire was discovered as it was just beginning when the milk boys went to the barn early in the morning. About thirty animals were in the barn at the time, but every one of them was driven out before the fire spread. Work was begun within a few weeks to build another barn on the foundation of the old one, and by the middle of summer the work had been completed. Since the concrete foundation of the barn extended up to the second floor, the lower floor where the milking is done was not destroyed, and it was never necessary to transfer the herd to another barn even on the night following the fire.

In the fall of 1955 work was begun on another dairy barn that is located 100 feet south of the first barn and running parallel to it. This structure is to be used as a place to store hay and for housing the cows during the night and in bad weather. Between the two barns the lot has been covered with concrete to keep the cows out of the mud.

Three tracts of land adjacent to New Stateland have been purchased by Eastern since 1923. The first one was called the Bond tract, consisting of 17.2 acres bought in 1924. This land lay at the southeast corner of New Stateland and it connected the farm with the Lancaster Road. In 1926 the Bennett tract of four acres was

bought. This land is on Second Street and behind the college heating plant. It was used for several years for gardens, but following World War II the Veterans' Housing Project was constructed in this area, using almost all the original four acres purchased. Another purchase of land was made in 1929. This property of 17.3 acres, called the Pursifull farm, is adjacent to the Lancaster Pike and north of the Bond property. In 1923 twenty-eight acres of New Stateland were purchased by the Richmond Cemetery Association (see accompanying map). The farm now has about 175 acres.

Since New Stateland has been operated almost exclusively as a dairy farm, there has been ample opportunity to build up the soil from its original run-down condition. The land is now very productive and is covered with an excellent stand of grasses and legumes. The only row crops that require intensive cultivation that have been grown are silage corn and vegetables, and these have not presented serious erosion problems. In 1954 the growth of corn as a silage crop was discontinued in order to conserve the fertility of the land. Sudan grass, a tall annual growth similar to sorghum, is now grown for use in the silo. This crop requires no cultivation after the seed is once sown, for it is broadcast like wheat and ready for harvest in about three months. All the silage is stored in the three silos, two of which are located at the new dairy barn, and the other is located at the old dairy barn. This old barn is now used to house the young dairy stock. The combined capacity of the three silos is about 300 tons. Eastern has every right to be proud of her highly fertile and productive farm.

Perhaps one of the greatest contributions of the farm to the State of Kentucky has been the employment that it has provided for boys in college, thereby making it possible for them to pay their way as they go through school. The boys who work in the dairy live in the small buildings immediately behind Stateland Hall (the brick residence of E. H. Gibson) and in Stateland Hall. The number employed varies between three and ten, but the average would be about six. Each one of these students has the opportunity to work twenty-eight hours a week, and some of them work more. They are expected to work from four to six in the afternoon and four to six in the morning, and since they all carry a full student load, they have very little time to waste. It is unfortunate that a record has not been kept of the number of boys who have worked their way through school in this way, but a good estimate would perhaps be in the neighborhood of 200.

The foundation stock for the present herd at Eastern was bought in 1920 by Mr. Carter when he purchased two purebred Holstein cows and a purebred Holstein bull from George Peabody College at Nashville, Tennessee. These animals became the foundation stock on which the herd was built. By bringing in new blood from time to time through the purchase of bulls from outstanding herds and recently through the use of artificial insemination, the herd has attained the position of one of the outstanding herds of the South.

In 1931, the herd was enrolled in the Herd Improvement Registry Program sponsored by the Holstein-Fresian Association of America. Its membership in this testing Association since that time makes Eastern's herd the oldest in Kentucky with continuous membership. One of the chief values of belonging to this Association is that through the records kept, intelligent culling can be done. The fact that this was done is shown by the continual increase in the herd average of milk and butter fat products.

Average Annual Milk and Butterfat Production per Cow

Year	Pounds of milk	Pounds of butterfat
1936	10,775	388
1938	11,833	409
1940	12,295	430
1945	12,339	443

The Holstein-Fresian Breed Association gives special recognition to any cow which has a lifetime record of more than one hundred thousand pounds of milk. Eastern has bred eight cows to attain this honor.

Name of Cow	Number Lactations	Pounds of Milk	%	Pounds of Fat
Eastern Fayne Pauline	10	118,025	3.6	4294
Eastern Lyons Lady Fayne	11	138,401	3.5	4882
Eastern Rue Anne	10	126,880	3.4	4430
Eastern Ollie Queen	12	182,000	3.5	6200
Eastern Abbekerk Colantha	8	109,698	3.6	3970
Eastern Abbekerk Lena	12	127,107	3.6	4535
Eastern Axworthy Rue Fayne	10	108,851	3.2	3467
Eastern Segis Hartog	10	126,485		3499

A lactation is the period of a cow's production of milk from calving to calving.

Eastern Ollie Queen was probably the most outstanding cow ever produced in the Eastern herd. She produced 182,000 pounds of milk. This is the equivalent of approximately 80% of all the milk consumed in 1955 by the College Cafeteria and Grill.

Milk is produced and processed on the College Farm for the Cafeteria, Grill, and Automatic Dispensers in the dormitories. Students, under the supervision of specially trained personnel, perform most of the work. The herd of 26 cows is currently producing at the rate of 30,000 gallons of milk per year. In addition approximately 10,000 gallons of pasteurized milk are purchased annually from the Berea College dairy. The health of the cow is of prime importance in producing clean, wholesome milk. Toward this objective, the cows are tested annually for Bangs Disease (Brucellosis) and Tuberculosis. In addition calves are immunized against Bangs. The herd has been found clean of these diseases in 1955 and 1956.

In order to maintain high quality of the milk, the udders are washed in mild chlorine solution and each quarter checked prior to the milking, which is accomplished by machine. The milking pail

is never exposed in the milking barn. It is removed to an adjoining room where the milk is filtered into ten gallon cans. The milk is cooled to 50° F within 30 minutes and remains at 50° or below until consumed, except during pasteurization.

Cleanliness is emphasized in all phases of milk handling and processing. No surface which milk will contact is touched by the operator's hands after it has been sanitized in chlorine solution.

The milk is processed every day in the nearby pasteurizing plant, which is inspected monthly by the County Health Department. Here, in stainless steel equipment, it is heated to 143° F and held for 30 minutes. Following pasteurization it is homogenized, then cooled again to 50° or below, and put in 5-gallon dispenser cans. Again it is stored at 50° or below until used in the College Cafeteria, Grill or Dormitory Dispenser. The milk and equipment are checked regularly by both college personnel and the County Health Department, which inspects and approves all milk plants and enforces laws regarding quality.

Grade A raw milk for pasteurization must have less than 50,000 bacteria per milliliter. Grade A Pasteurized must have less than 30,000 bacteria per ml. For the past two years, milk produced on the farm has consistently been below 10,000 per ml. raw and below 3,000 per ml. processed.

This chapter should not be concluded without a word of special recognition for the many young men who have worked so hard in the dairy. Since Eastern first had a dairy herd, nearly all the work has been done by students. This work has been hard and the hours have been long, but in spite of this the students have worked willingly and cheerfully. Eastern has the right to be proud of these boys, because most of them could not have remained long in school without the opportunity to work, and many of them have gone on now to distinguish themselves in many fields.

Ashby B. Carter

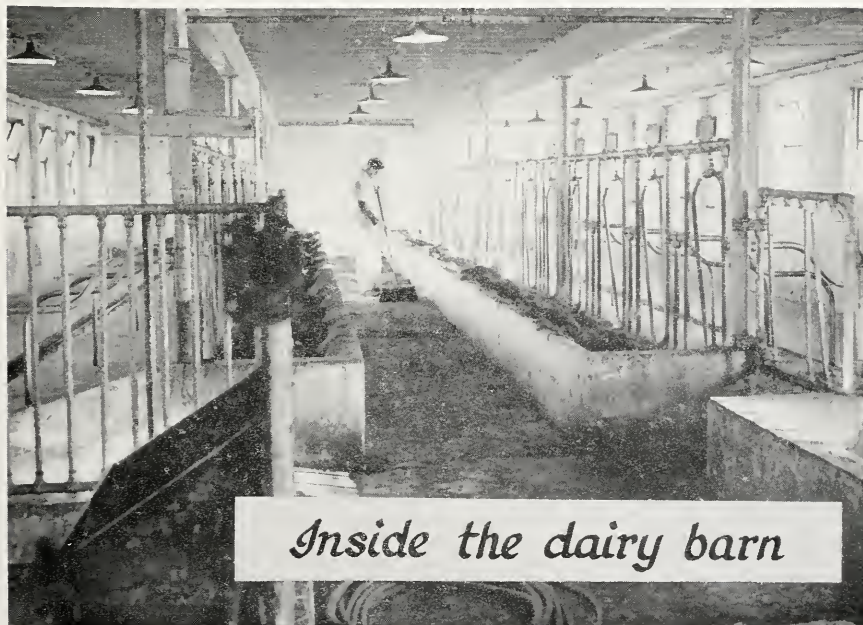
To Eastern in 1920; Biology, Agriculture; Director of College Farm to retirement, 1955. Deceased, 1956.





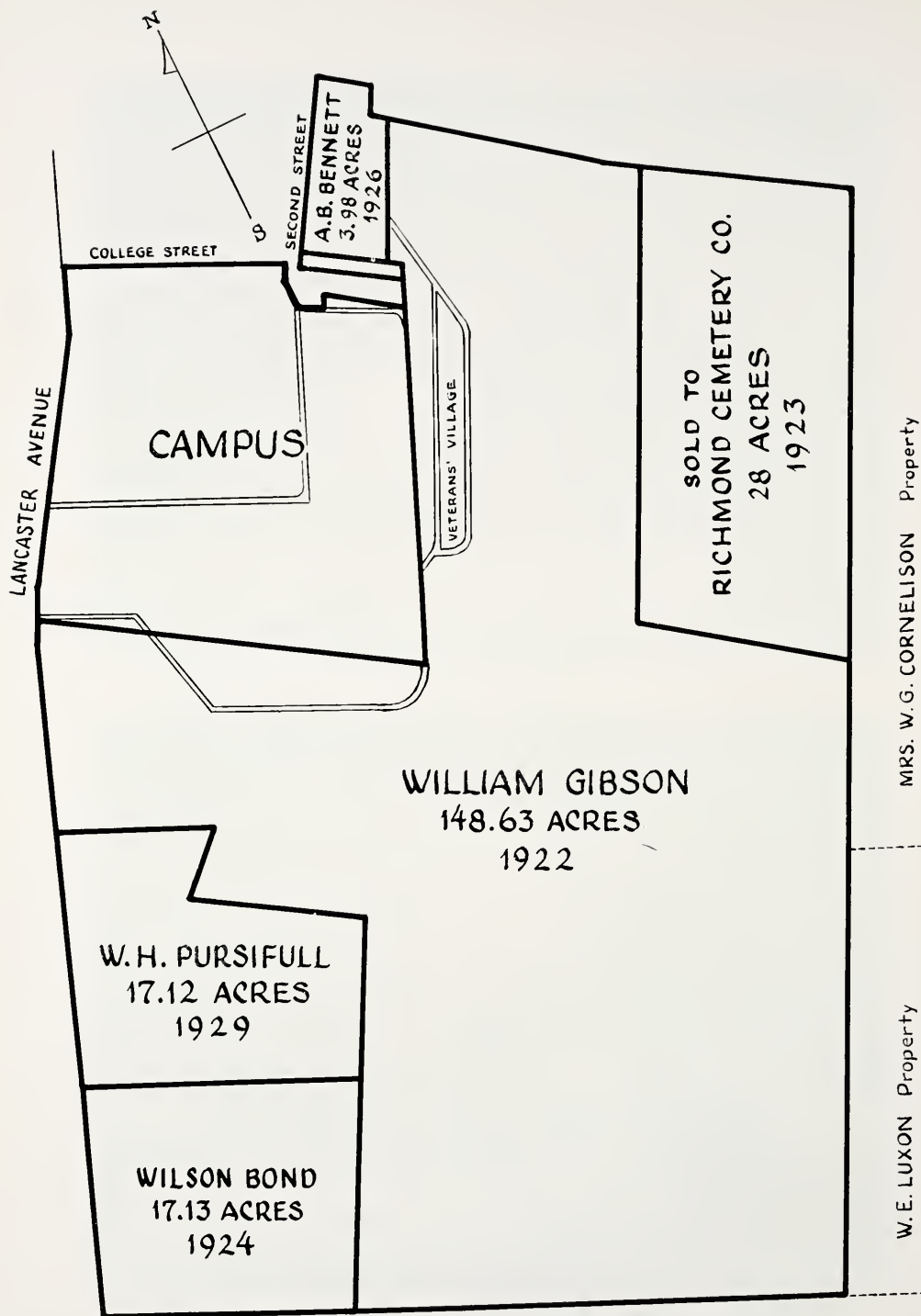
Part of the dairy herd

The Holstein Herd of the
College Farm.



Inside the dairy barn

Stanchions for Cows in
the Dairy Barn.



NEW STATELAND FARM
EASTERN KENTUCKY STATE COLLEGE

CHAPTER X

STUDENT ORGANIZATIONS

By Mrs. Mary Edmunds Barnhill

The record of the extra-curricular activities and organizations of the students of Eastern Kentucky State College through the fifty years of its existence is to record in the microcosm of a college the microcosm of the United States and the world. As the outer world has grown more complex in its problems so has the inner world of our campus. Two world wars, a cold war, the Atomic Age, a depression, two periods of high prosperity, and the resulting tensions; the emancipation of women with the corresponding social changes; World War II and Korean War Veterans, with married students and Veterans Village; the growth in size of the College from a few hundred to more than twenty-five hundred campus students; the restricted curriculum primarily for teachers to the departments representing a large number of disciplines and pre-professional training—all these momentous changes are reflected in student organizations.

Early Organizations and Departmental Clubs

In early days, the extra-curricular activities were seldom planned. Like Topsy, they just "grewed". Records seem to show that the first definitely organized activity was a drum corps of fifteen members with Joe Hollenkamp as drum major, organized by Colonel E. H. Crawford, soon after he became director of the Model School. At the laying of the cornerstone of the Roark Building in 1907, the Normal Female Quartet sang. The YWCA, organized in 1907 by Mrs. Lena Gertrude Roling, was the first existing society with national affiliations. The YMCA also appeared quite early on the campus. Both of these organizations have exerted great influence upon the student life. They are more fully described in the chapter on religious life.

The beginning of the literary societies seems to have been a public debate on the burning issue of woman suffrage, between two "forensic sections" of the classes of Colonel Crawford.

In 1910 several new activities were organized. The Glee Club with fifty members, the Choral Club, the Rubenstein Club, and the Euterpean Club were organizations of the Music Department. The English Department sponsored three clubs: the Shakesperean Club, the Ruric Nevel Roark Debating Club, and the Current Literature Club. The Science Club appeared. A monthly magazine called *The Student*, to be issued every month except August, made its debut, and continued several years. The senior class annual, *The Bluemont*, came out in 1910 apparently for that year only.

Literary societies with compulsory membership were a continuing tradition in American college life; thus at Eastern there were soon organized these societies as the student body became more truly a college group. Five were organized under the management of a Literary Council made up of the five presidents and the five critics. All were under the direction of the head of the English department, each with a faculty sponsor. Their names reflect the fashion of the times; the Carpediem, the Cnythian, the Excelsior, the Periclean, and the Utopian. There was much friendly rivalry among the clubs, culminating in an annual contest of declamations, orations, and debates. Much social activity centered around club meetings; one of their weekly meetings each month was given to a social; and names of men and women, some living, some dead, afterward renowned in state and national affairs, are hidden in the fading pages of their programs. Two other literary clubs of the same type were later organized, the Washingtonian to accommodate a growing student body, and the Philomatheans, a daytime club for members of the other clubs who were unable to attend the regular night meetings. A dramatic club, the Mirror-Holders, and the Union Club were organized but existed for only a few years.

During World War I and the early nineteen-twenties the student body underwent a radical change. There were proportionately fewer "Normal" or high school students and more of college rank. The war had also brought great changes in mental and social attitudes. The older literary societies gradually went out of existence, especially since membership was no longer mandatory. Three new societies of the same pattern, the Ruric Nevel Roark Society for students below college rank, and the Neon Krypton and the Horace Mann Society for students of college rank were organized. These names appear in issues of the *Milestone* of the late twenties but they by then were merely revenants of an earlier collegiate life.

Campus horizons were widening, students and faculty had an enlarged vision of the world. The College became a fully-accredited four-year college in 1926, all work below that level being gradually discontinued. There was a demand for student organizations that would respond to these changes. One of the first such organizations was the Little Theatre Club. This club was organized in 1918 by Miss Rucie Miller of the Speech Department with five charter members: Misses Kathryn Baker, Pauline Yates and Sarah Strong and Messrs. Sam Denny and Henry Holbrook. In 1923, Miss Pearl Buchanan began her long period of service as its director, with the productions of *Clarence* and *Madame Butterfly*. During these years it became one of the most active clubs on the campus, presenting an imposing repertoire of plays, ranging from Shakespeare through Ibsen and Shaw to current Broadway successes. Especially significant was a series of Shakesperean plays in the 1930's which reached almost professional skill in beauty of setting and perfection of acting; *Midsummer Nights' Dream* and

Twelfth Night were memorable performances for cast and audience. Upon Miss Buchanan's resignation of the directorship she was succeeded in 1942 by Cyril Hager, but the war years were lean ones, and when activity was resumed under Joseph D. Graham in 1947 the great tradition had been broken and it was necessary to make a new beginning. Keith Brooks in 1950-53, Glen Wilson in 1954-56, and Gerald L. Honaker from 1956 to the present—all able young directors—have brought new life to the Club and have presented two full length plays each year. Emphasis now is upon laboratory training in the writing and production of short plays. The production of the Greek tragedy *Antigone* in the Dudley Fitts translation, scheduled for the summer term of 1957, marks a new experiment in drama for the Little Theatre Club.

In 1922, the first volume of the senior class annual, the *Milestone*, was issued. Except for the World War II years of 1944-45 it has presented each year pictorially the life of the campus. Mr. N. G. Deniston was for many years its sponsor, and since his death, his successor to that position is Dr. Harvey H. LaFuze.

The college newspaper, *The Eastern Progress*, also dates from 1922. Since then it has performed its dual function of reporting the activities of students, faculty, and alumni, and of laboratory training in journalism. Mr. W. L. Keene has been, and is, the able and devoted sponsor. These important student organizations are presented more fully in this book's chapter on publications.

Music has always been important at Eastern. Mention has been made of early musical clubs. Since those early years many music organizations have flourished. The Ladies' Glee Club was named the Madrigal Club in 1924 and was especially active under the directorship of Miss Mary Murphy. The Men's Glee Club was re-organized in 1929. The College Orchestra, the Band, the A Capella Choir under Mrs. Blanche Seevers, and the Messiah Chorus are some of the various popular music organizations that have enriched the life of the campus and the community. As music has become more professionalized, many of these clubs have merged into department courses, and at present the Music Club, with Mr. James E. Van Peursem as sponsor, is the extra-curricular organization for the entire department.

Before 1920, there seems to have been no inter-collegiate organization to stimulate interest in the oratorical activities. The Eastern Kentucky State Oratorical Association, organized in 1920, held its first contest in the spring of 1920, Eastern participating. Eastern continued to participate in intercollegiate contests including debate. In 1930, Eastern's representative, William McGibney, won first place. The Eastern Discussion Club, organized in this year, selected contestants to represent Eastern. A more enduring organization, Alpha Zeta Kappa was later organized to foster debate and discussions. Mr. W. L. Keene was its first sponsor, succeeded by Dr. Saul Houchell in 1934. Later on this activity became a part of the Department of Speech and reached its peak of achievement under the direction of Mr. Keith Brooks from 1950-54.

One of the earliest and still one of the strongest departmental clubs at Eastern is the Canterbury Club, organized first as the English Club by Dr. R. A. Foster, then head of the English Department. The club was renamed soon after Dr. Roy B. Clark succeeded him as head of the department. Its membership is limited to English majors. Its annual anthology of student creative writing, *Belles Lettres*, first appeared in 1935 and has since been in continuous publication. Its annual awards for the best poem and the best short story stimulate interest in creative writing. The English Department also sponsors Alpha Zeta Kappa, whose purpose is to promote interests and skill in debate and discussion, and Sigma Tau Delta, a nationally affiliated honor society, whose purpose is to increase appreciation of literature. Both faculty members and students are eligible for membership in this latter organization.

An activity of the Foreign Language Department has been Sigma Lambda, a society organized by Miss Mabel Pollit (now Mrs. Mabel Pollit Adams) in 1929. Dr. Janet Murbach as head of the department has sponsored the club since she assumed the duties of that office. In years past the Club presented several Greek plays, a notable one being a production of the *Trojan Women* staged on the steps and portico of the Administration Building. Its present purpose is to increase through language and literature understanding of other lands. Parties at the home of the sponsor and artistic Homecoming Day floats are especial features of this Club.

The Society of the Plow, or Agriculture Club, is one of the older departmental clubs. Prof. Ashby B. Carter, its organizer and sponsor until his retirement in 1956 left a deep impression upon its members. Its interest in rural life is carried over from campus to community. Mr. William Stocker, himself a former club member, is now its sponsor.

No club at Eastern has had a more exciting existence than the World Affairs Club. It was organized by Dr. L. G. Kennamer, head of the Department of Geography and Geology in the fall of 1928, assisted by Miss Mary Francis McKinney (now Mrs. R. R. Richards). It was one of the many International Relations Clubs fostered and supported by the Carnegie Foundation for International Peace. Its membership then was limited to students taking courses in geography and elected to membership. In the period before World War II many distinguished persons—national and international in prestige—were guests of the Club. Discussions and forums were lively and penetrating. The annual formal banquet of the Club was one of the most elegant social events of the college year. Beautifully decorated tables, hand-printed menu cards, tuxedos and evening gowns—an English lord or an exiled Cabinet Minister as guest speaker—this was the atmosphere of a World Affairs Banquet! The intense nationalism of World War II, the Iron Curtain, and the Cold War dampened somewhat the earlier enthusiasm for world peace, but the World Affairs Club has carried on. In 1950 it ceased to be affiliated with the Carnegie Foundation. It is now affiliated with the Foreign Policy Association. While still under

the sponsorship of the Department of Geography it is open to membership to all majors in Social Science.

The Caduceus Club is open to membership to those students doing pre-professional work in medicine, dentistry, and pharmacy. Dr. Jacob D. Farris was its organizer and sponsor during his term of office as college physician. Dr. Meredith J. Cox is the present sponsor.

The Home Economics Club, with Miss Mary K. Burrier, head of the Department of Home Economics as its sponsor has a large and enthusiastic membership. It is a club which serves the campus in many ways.

The Elementary Council was for many years one of the largest organizations on the Campus. Its successor is the Future Teachers of America.

Space does not permit a lengthy discussion of all the department clubs upon the Campus. Every department has one or more. Some are large, some are small in membership; some are almost as old as the College itself, some are very, very young. Some are relatively unknown except to their own members; some by their very nature are in the public eye. Some that have not been mentioned earlier in this chapter are briefly mentioned in the following paragraph.

The Biology Club was organized in 1950; the Industrial Arts Club was founded in 1940. The Greek letter name of the latter is Alpha Iota Gamma. It is a large club, serving a large department. Its sponsor is Mr. Ralph Whalin. The Physical Education Club, founded in 1935, is also a large club; the Drum and Sandal Club (1950) is devoted to modern dance and presents an annual program of increasing artistic value; the Swimming Club (1953) has the Greek letter name of Kappa Sigma; the Physics Club (1955) is a new club, reflecting the growing strength of physics as a department; Sigma Tau Pi of the Commerce Department is both old in years and large in membership; the Woman's Athletic Association (1947) has since become the Woman's Recreation Association; the Knights of Artillery of the Military Science Department was organized in 1952; the Mathematics Club is relatively new, and what it lacks in numbers is compensated by the quality of its members.

National Honorary Societies

Eastern, being founded upon democratic principles, had, from its beginning, been prohibited by its Board of Regents from establishing Greek letter national organizations, both honorary and social. For several years before 1935, the Committee on Clubs, Societies, and Forensics had recommended that this regulation be changed as applied to honor societies in order to lend dignity and importance to scholastic achievement. In 1934 the Board of Regents authorized such a change. A friendly race began to have the first such society. The Commerce Department was the winner, installing the Alpha Beta Chapter of Pi Omega Pi on February 9, 1935, with eighteen charter members. This is a national honorary society for teachers of commerce. On May 5, 1935, the national

honorary society for students of education, Kappa Kelta Pi, installed the Delta Alpha Chapter with sixteen members. The Zeta Mu Chapter of Alphi Psi Omega of the Department of Dramatics was installed in 1937; the Alpha Alpha Psi Chapter of Kappa Pi, a national honorary in art, was formed in 1950 to replace the Art Club. Also in that year Sigma Tau Delta, under the auspices of the Department of English, organized its Phi Iota Chapter to increase interest among faculty and student members in creative writing and literature. These societies foster high scholastic standards upon the campus and provide for their members through state, regional, and national meetings valuable contacts with other college and university students.

Two other national honorary societies upon the Campus are the Pershing Rifles, whose membership is limited to basic course ROTC students who exhibit outstanding leadership and military ability, and Pi Tau Chi, a national religious honorary society.

National Honorary Activities Societies For Men and Women

The national honorary societies described above are limited to some specific purpose and reach a limited number of students. They foster scholarship or professional competence in a particular subject or are dedicated to a specific purpose. An important step was taken with the introduction of national honor societies for men and women students with high scholarship in any department of studies and with correspondingly high qualities of leadership and character. The leading spirit in this movement was Mrs. Emma Y. Case, Dean of Women. On March 11, 1948, the Mu Chapter of Cwens was organized. Cwens is a national honorary activities society for sophomore women and invites to membership freshmen women who have participated intelligently in extra-curricular activities, who possess qualities of leadership and cooperation, and whose scholarship is above average. The Collegiate Pentacle, also organized in 1948, recognizes and fosters the leadership, service, and scholarship of women students completing their junior year or in the first semester of their senior year. Honors Day for Women, first celebrated in 1947, is now becoming one of the special assemblies of the spring semester. With increasingly beautiful ritual and ceremony, new members of the two societies are publicly initiated, and special honors for women are bestowed.

Corresponding societies for men have also been organized. As class sponsor, Mrs. Case assisted in establishing, in 1950, Kappa Iota Epsilon, an honorary society for sophomore men. Mr. John Rowlett served as class sponsor until the present year; during his leave of absence for 1957-58, Dean Quentin B. Keen will act as sponsor. The Junior-Senior Men's Honorary Society, Omicron Alpha Kappa, was inaugurated on March 2, 1955, with Mr. Victor Venettozzi as continuing sponsor. Membership in this organization is limited to men who have shown marked qualities of leadership and service and who have established and maintained an above average in scholarship. Honors Day for Men, first held in the spring semester of 1955, is not only an initiation ceremony for the

induction of new members of the two societies, but also honors men of high rank in scholarship and announces scholarships, fellowships, and admission to coveted places in medical, dental, and graduate schools.

The Open Forum, Student Association and Student Council

Despite the existence of many and varied clubs and student activities, Eastern was until quite recently without a general student organization open to all students. The nearest approach to an all-student association was the Open Forum Committee, organized and sponsored by Dr. Anna A. Schnieb; while the Open Forum did not fulfill its founder's original conception and failed to survive, it did for many years play an important part in student life. It was responsible for the establishment of a Student Loan Fund, from a nucleus of less than one hundred dollars to more than three thousand dollars—a considerable sum in those days! It brought to the campus art exhibits; it fostered higher standards of scholarship; it brought the campus outstanding speakers in Assembly programs; it attempted to form a Student Council, but the effort failed.

In 1929, President Donovan appointed a committee of students and faculty to study the question of student government, and shortly afterward the committee presented to the students for vote a constitution and by-laws for the proposed Student Council. The affirmative margin was so small, however that President Donovan felt it was not advisable to undertake its organization.

Several years later, attempts were again made to effect some form of student government, but it was not until after World War II that successful steps were begun which culminated in such an organization. At Assembly on November 8, 1949, President O'Donnell announced the appointment of Dr. Smith Park as chairman of a committee composed of faculty members, the president, vice-president, and secretary of each of the four classes to study the problem and make a report. After much arduous labor a constitution was submitted to the students for a vote. On April 2, 1950, the vote was announced; seventy per cent of the votes were affirmative.

The purposes of the Student Association and Student Council (the official name) are "to encourage high ideals of conduct, to develop social activities on the Campus, to promote unity, co-operation, and mutual understanding; and to foster worthy traditions." The council membership is open to all undergraduate students enrolled for college resident work. After some delay, officers were elected and installed in the fall of 1954 for a one year-trial. In 1955 it was adopted as a continuing institution. It is too early to evaluate its influence, but high hopes are entertained that it will increase in responsibility and authority.

Class Organizations and Other Special Interest Clubs

In early years at Eastern many students taught rural schools in the fall and attended college in the winter and spring terms; few students enrolled as freshmen stayed on the Campus until grad-

uation. Thus the usual freshman, sophomore, junior, and senior classifications were of small importance. All this has changed. Each September the freshman class has a spirited campaign before electing class officers. The atmosphere resembles that of a hotly-contested Kentucky primary. To a lesser degree the upperclasses organize "slates" and work hard to elect them. Each class organization has its special traditional projects, activities, and social affairs; the Junior Prom and the Senior *Milestone* are climaxing achievements. Each class has a faculty sponsor or co-sponsors who assist in promoting class spirit and fellowship.

A Woman's Residence Hall Organization was effected in 1939. Each dormitory has a separate unit to which all residents belong. This organization is for government and special direction of the halls. It also strives to improve fellowship, scholarship, and citizenship among its residents. The Men's Dormitory Council, organized more recently, has similar aims. The Off-Campus Woman's Club, as its name indicates, assists in promoting the interests of those women who are not a part of dormitory life.

The regional clubs, composed of students of a city, a county, or a region, have existed since the early days of the College. The Harlan County Club, the Northern Kentucky Club, the Pulaski Club, to name a few, promote social life among their members, and play a not-unimportant role in campus politics.

KYMA, organized in 1939, promotes school spirit, quite noticeably and noisily at athletic events.

The "E" Club, whose membership is limited to Varsity lettermen, fosters school spirit. In recent years the members serve at the large Alumni Banquet at Commencement, and excite admiration not only for their efficient service, but also for their fine physique, charming manners, and personification of Eastern's athletic product.

The Photo Club, organized in 1941 has an enthusiastic membership. Under Dr. Harvey H. LaFuze, the club's founder and sponsor, this organization records social, athletic, and academic life in black and white, and in color.

Since the opening of the Keen Johnson Student Union Building in 1941, a Student Music Committee, sponsored by Mrs. Katherine H. Chenault, hostess of the building, has provided delightful Sunday afternoon musical programs in beautiful Walnut Hall. Students, faculty, and guest artists render memorable programs, enjoyed by members of "Town" and "Gown". The Committee also provides charming teas after recitals in the Little Theatre.

In recent years a Chess Club has developed with a small but select membership. Occasionally it has met with fellow enthusiasts of Berea College and the University of Kentucky.

The Big Sisters is an organization of upper class women who function especially during Freshman Orientation Week. They provide help in getting adjusted to campus life. They help prevent the inevitable cases of homesickness. They strive to live up to their name.

The Veterans Club, formed in 1954, is an active organization. The beautiful flag which floats upon its lofty pole opposite the Student Union Building was furnished by the Club. It provides an annual scholarship of four hundred dollars for a needy student. Its Homecoming Day floats have already won two prizes. Its continuing project is to improve the comfort, safety, and beauty of Veterans Village. Appropriately, two faculty veterans, Mr. Victor Venettozzi and Dr. J. S. Lewis, have served as faculty advisors.

Religious Organizations

A special chapter dealing with religious life upon the Campus at Eastern obviates the necessity of presenting in this section details of student religious organizations. It is noteworthy, however, to record the change in organization and the increased emphasis upon religious activities since World War II. This is a reflection of renewed interest in religion in American life in general, and while different interpretations may be placed upon the meaning or permanence of such activities, they undoubtedly exist. Whereas in earlier years, the YWCA and the YMCA served the entire student body, the emphasis now is upon denominational activities. Nearly every religious group represented upon the Campus has its separate organization; some have a full-time student worker; at least two have campus club rooms, and the largest group, the Baptist, is presently erecting a building adjacent to the Campus for religious activities of its students. One might reflect that the fifty-year cycle is repeating itself in the importance of religious life upon the Campus.

The foregoing has been an attempt to portray fifty years of student organizations at Eastern. Yet as the French say, "the more things change, the more they remain the same." Student life may change in externals but its inner needs and urges remain the same. Student organizations grow out of needs for personal and social development, for scholarship, self-expression, and originality; for the control of social groups. In 1907 we may call it self-expression, in 1957 the term is group dynamics. The difference is in semantics. The problems are very much the same. Shall student organizations be under faculty control or completely free of such control? Shall the gregarious extrovert belong to so many clubs and hold so many offices that a page of the *Milestone* will not suffice to list them and his scholarship suffer accordingly? Shall the introvert, the recluse, the occasional bookworm be allowed to go his solitary way with only his name, his residence, and his class on the *Milestone* page? A satisfactory balance is difficult to maintain. In the fifty years of Eastern's existence it has undergone change after change, almost revolutionary in character. It would be a work of supererogation to attempt a prophesy for the next half-century except this one: That having successfully met the challenges of the past, Eastern's students of 2007 will be meeting the challenges of the future.

OMICRON ALPHA KAPPA



The OAKS is an honorary organization for junior and senior men whose membership is chosen on scholastic standing, leadership, and character. **FIRST ROW**, left to right: John B. Tweddell; Henry Martin Jim Mitchell; C. H. Bates; Overton C. Parrent, Jr., president; Shelby Crowe, secretary-treasurer; Doug Robinson, vice-president; Victor Venetozzi, faculty sponsor. **SECOND ROW**: Phillip Landgrove; Morris Strunk, Sr.; George R. Brooks; James Williams; Don King; William Culbertson; Billy C. Carrier; Paul E. Perry. **THIRD ROW**: James Delbert Bowling; William Cope; Bennett N. Asher; William B. Cook, Jr.; Gayle D. Baber; Buddy C. Sexton; Harold R. Smith; Teddy C. Hatfield. **FOURTH ROW**: James Cheak; Fred L. Blair; William K. Ellis; John T. Largent; Jack Horner; Fred F. Blair; Glynn Reynolds; Charles Bickel.

**OFF CAMPUS
GIRLS**



Row 1: P. Mastin, J. West P. Tucker, J. Boutlier, B. Giunchigliani, E. Evans (Vice-President). Row 2: D. Combs, C. Sidwell, L. McKinney, J. McKinney, K. Chenault (Sponsor), S. Hale. Row 3: R. McCann, M. Hackett, A. Taylor, H. McDonald (Secretary), B. Maupin, N. Parke. Row 4: B. Phillips, S. Million (President), L. Maggard, J. Maggard, B. Lake.

CHAPTER XI

STUDENT LIFE

By Mrs. Julian Tyng and Miss Edith G. Ford

Student Housing

When Eastern first opened its doors to the Normal School students in January, 1907, Memorial Hall, a building of the old Central University plant, was used as the women's dormitory. Men students had rooms in town, and both men and women, as well as many of the faculty members, ate in the dining hall established in the basement of Memorial Hall. After the main building of Sullivan Hall was completed in 1909, the women moved into the new building, the dean of women established her office there, and the men were allowed to move into the then deserted Memorial Hall. The dining hall remained in the men's dormitory until the completion of the annex to Sullivan Hall, when more desirable quarters were available in the basement of that building.

The north wing of Burnam, now known as "Old Burnam," was completed in 1921 and furnished rooms for 125 more women, presided over by a assistant dean of women, who lived in the hall. The basement of this building was then used as the quarters for Eastern's first cafeteria. The construction of the annex to Memorial Hall about the same time and the erection, in 1926, of the central and south wings to Burnam Hall (New Burnam), together with cafeteria, kitchens, bakery, and storerooms, complete the story of Eastern's dormitories to 1936.

Four two-story brick residences, which were also inherited from the Central University plant, housed many women students in the early days. Two of them still stand; one is occupied by the superintendent of buildings and grounds, and the other serves as the Home Economics Practice House. When these cottages were occupied by women students, one mature and trustworthy woman was put in charge. For many years these houses were heated by open grates. The rooms were larger than most dormitory rooms and were usually occupied by three or four women.

The group of men who work on the college farm occupy rooms in one of the several small cottages just back of the lovely old residence which was the home of the former owner of this farm. These cottages are spoken of collectively by the students who occupy them as "Poverty Hall." They are very convenient for the men who must work early or late on the farm.

Many of the students of Eastern commute from points in Madison, Estill, Clark, Garrard, and Rockcastle counties. The veterans and their wives live in a large village adjacent to the campus, and many students live out in town. There are more than five

hundred women who stay in the two large and attractive dormitories, Burnam and Sullivan Halls. The latter was completely reconditioned in 1955. Each dormitory is equipped with kitchens and rooms suitable for committee meetings, conferences, and small parties. Each is in charge of a house council, and students act as hostesses. The dean of women, assistant to the dean, house mothers, and councils cooperate to make life in the dormitories pleasant, rich, and socially effective. At the opening of a new semester, the upper classes of women act as "Big Sisters" to the freshmen. They help the newcomers to get acquainted with the campus and arrange small parties, picnics, and hikes during the early days, especially during Freshman Week. Various groups of girls in the dormitories initiate small affairs, such as birthday surprise parties, teas and dances after the games, pajama parties, et cetera. From time to time, various groups engage in sandwich or cookie sales to raise money for some worth-while project.

Of the 1,200 men (60 per cent of the student body) enrolled (1955-56) in the College, 570 are housed in five dormitories: Beckham, Miller, Memorial, Keith, and McCreary halls, and also in six barracks.

The 8-man student council, elected by the men in the dormitories, serves as an advisory group and as a clearinghouse for suggestions from the men. It is the desire of all concerned that the men should feel free and untrammelled as long as they do not interfere with others or destroy property. The major dormitory entertainment consists of bull sessions—where every subject from the origin of evil to the best way to win an easy credit is discussed—and card playing.

There is a coke machine in each dormitory, which provides refreshment and serves as a focal center for casual visiting. A catering service also sells sandwiches and pies during the evening hours. The dormitory libraries provide current magazines and newspapers and comfortable chairs in which to read them.

Scores of students commute to and from school in cars, and many other students living on the campus also have cars. The parking problem at Eastern has therefore become serious, except on weekends when there is often a considerable exodus from the campus. The two deterrents to this week-end travel are the need or desire to work hard at school tasks and the distance some students go to reach home.

The setting up of War Surplus houses as a Veterans Village in 1947 has been a major contribution to student life. These buildings have housed 1114 different families since 1947. This inexpensive housing on the campus has simplified the problems of married students and thus encouraged them to continue their education. There are usually ten or more student-owned trailers in the village.

Social Activities

In early days at Eastern the chaperon was ever present with instructions to guard carefully the students and to protect them

from any contaminating influence. Miss Maude Gibson was called upon at one time to chaperone a married student with his wife and child to a fish supper in a downtown restaurant.

In the days when life was not so complex as it is now, there were various simple activities which contributed to the social life at Eastern. Each evening after supper, during early years at Eastern, students were permitted to promenade from six to seven, keeping strictly to the walk, with the assurance that the dean of women would be met at frequent intervals. Practically the entire student body and many of the faculty engaged rather regularly in this recreation.

Almost any evening during the week, if one chanced to look through the chemistry laboratory windows in the Roark Building, he might see Professor G. D. Smith leaning over a huge caldron of boiling molasses candy, with twenty to thirty boys and girls in the offing waiting to pull the delectable amber fluid and then end the evening very happily with such games as Clap-in-Clap-Out, Skip-to-M'Lou, and Post Office.

The chief entertainment at the corn huskings in the fall, held on the college-owned Stateland Farm, was the contest in which both men and women participated. Refreshments of apples and cider and the walk to and from the farm on moonlit October nights were sufficient reward for the labor expended.

After the organization of the five literary societies which enjoyed such long and popular lives, much of the social life was centered about these organizations. One of their weekly meetings in each month was given over to a "social". Plays, games, and farces were the most popular forms of entertainment. Frequently, one society entertained another society, sometimes as the price of losing a debate or an oratorical contest.

Dancing and card playing (except for an occasional game of Flinch and Rook) were sternly forbidden in the early days. There is a record of one student from the city of Richmond who was expelled for having in his possession a deck of playing cards. The scent of liquor on the breath and smoking anywhere on the campus were sufficient grounds for expulsion from school. One faculty member who served the school in the early period recalls how the hosts of guests who smoked carefully drew their shades before their visitors could "indulge in a timid cigarette."

The social gatherings which were the forerunners of the dance were known as plays and games and consisted of the old-fashioned singing games interspersed with Blind Man's Buff, Rachel and Jacob, and others of similar nature. As the school became more sophisticated, an occasional grand march was permitted as something which added zest to the parties; and, eventually, the Virginia Reel and square dances were introduced with appropriate music. Occasionally, ten or fifteen minutes were spent in social dancing. The gatherings then became dignified by the title "Rhythmic Games" and took place each Saturday evening from seven to nine. Gradually the games were crowded out entirely, and this type of

social became the formal dance, with visiting orchestras and formal attire.

The first receptions at Eastern were held in the old Central University gymnasium, which stood on the site now occupied by the library. Professor I. H. Booth pronounced the invocation, Dr. and Mrs. Roark received the guests, and the Y.W.C.A. and Y.M.C.A. assisted in entertaining. Simple refreshments, usually a lemon punch, were served. Indeed, social functions were then more or less frowned upon. Training teachers in subject matter and method was an altogether serious business, and practically no attention was given to the development of the social graces.

It was President Crabbe's custom to entertain the faculty, students, and citizens of Richmond at an annual reception on the lawn in front of Roark Hall. Japanese lanterns were hung among the maple trees, and a large and graceful basket, which had been made by Mrs. Stanton Hume and filled with pink rambler roses, adorned an enormous round table. Individually molded ices and cakes were served by white-jacketed servants, while an orchestra played exquisite music.

President and Mrs. Coates held a reception for faculty and students each semester, at first in the president's home, and later, as the student body grew in numbers, in Roark Hall, where different members of the faculty received in the various classrooms, on the lawn in front of Roark Hall, in Sullivan Hall, and much later in Burnam Hall. Every member of the faculty was expected to stand in the receiving line and shake the hand of each student.

President Coates initiated the custom of giving a reception to the senior class during commencement week. At several of these receptions, the members of the senior class lined up and marched into the president's house, going down the receiving line in regular order. Several times the seniors wore their caps and gowns. Later this practice was dropped, and the receptions became more colorful, with the senior girls dressed in dainty summer gowns.

It came to be the custom to have one grand reception for all students at the beginning of the summer school. Dr. and Mrs. Donovan, assisted by some of the faculty, received the students on the lawn or in the recreation room of Burnam Hall.

Trips and out-of-door parties of all kinds have always found favor with Eastern students and faculty. These trips were sometimes for the purpose of collecting specimens for botany and biology classes and sometimes social events sponsored by organizations.

In the first years of the school, those who liked the out-of-doors took frequent and delightful trips to the "mountains". Having no automobiles, the students left on the midnight train for Berea and hiked from the station to East or West Pinnacle to see the sun rise over the mountains. They then cooked bacon and coffee over an open fire and roamed the hills until time to catch the return noon train at Berea. Hiking costumes were not permitted on the train; so the girls wore their gymnasium suits, which consisted

of full black bloomers and middy blouses, discreetly hidden from view by long full skirts. They were permitted to leave their skirts at a farmhouse at the foot of the mountain, donning them again when they started for the train.

After the establishment of the separate Geography and Geology Department in 1928, Dr. L. G. Kennamer and Miss Mary Frances McKinney of that department organized trips by bus for one, two, or three days to such places as Cumberland Falls, Cumberland Gap, the Creech Coal Mine at Wallings Creek, Natural Bridge, the Blue Grass area, Mammoth Cave, and all-day barge trips down the Kentucky River to Valley View. Dr. J. T. Dorris directed history excursions to such places as Boonesborough, Harrodsburg, Bardstown, Gethsemani Monastery, Lincoln's birthplace, Frankfort, and Danville.

Other pleasure excursions include trips taken by bus loads of students who frequently follow their athletic teams to neighboring colleges. The chemistry classes visit chemical and industrial plants at Cincinnati; the government classes visit legislative sessions and state institutions at Frankfort; geography and home economics classes journey to the Tennessee Valley Authority (TVA) project at Norris, Tennessee; geology and biology classes make trips for the collection and study of specimens; the music organizations give programs over the radio or before the K.E.A., or make concert tours through the State. Students attend meetings of the Kentucky Education Association in large numbers.

In 1934 the entire student body and faculty, some 1,400 individuals, made a trip to Frankfort to urge (in vain) the Legislature to pass a tax measure that would give support to the educational, penal, and charitable institutions of the State. After arriving by two special trains, Eastern students and faculty, led by the college band, joined the other organizations in a parade through the streets of Frankfort, up to and into the capitol building.

During the administration of President Crabbe a May-day festival was held the first Friday in May, in which everyone on the campus, from the youngest first grader to the president, participated. These programs were veritable three-ring circuses, with several dances in progress at the same time. Costumes for the children and the students were very elaborate, colorful, and costly. The day saw exhibits of students' work, hordes of parents and other visitors who flocked to the campus, picnic lunch for all, a baseball game in the afternoon, and a dramatic production—sponsored by one of the literary societies or some other organization—in the evening.

The Redpath Chautauqua first came to Eastern in 1912 and continued through the summer of 1932. The excitement started when every student who could spare the time went out to the baseball field to see service crews erect their giant tent, the canvas fence, ticket booth, and lemonade stand, and to help set up the folding benches and chairs. Students were encouraged to attend the programs and usually did so. For seven days, both afternoons and eve-

nings, students were allowed to have dates to attend Chautauqua, and they took full advantage of their opportunities. Those early programs were excellent, including speakers upon varied and interesting topics, music, plays, and always a magician. William Jennings Bryan was a noted lecturer.

The Open Forum brought to the College eight art exhibits of original paintings, etchings, and block prints, five of them from the Metropolitan Art Museum. This organization was also responsible for fostering interest in scholarships. Two plaques, upon which are engraved the names of the outstanding students in scholarship during those years, now hang in the library. The Open Forum was responsible for the establishment of the Student Loan Fund. A nucleus of less than one hundred dollars, the accumulated profit from several plays, had been left in the hands of the business agent of the College to be used for students "in emergencies." From this nucleus the fund has grown to more than three thousand dollars. Most of this amount was contributed by regents of the College, the faculty, the alumni and students, and by friends of the College. One hundred twenty-five members of one freshman class, under the sponsorship of Dr. Anna A. Schneib, the founder of the Open Forum, contributed one dollar each, which the student had either earned or saved. Many students have found it possible to complete their college work because of this fund.

Other student organizations, like the Elementary Council, Sigma Tau Pi (commerce club), the World Affairs Club, and the Rural Life Club, have entertained from year to year with various social affairs, teas, banquets, and dances. Some of these clubs have brought speakers of national and international prominence to the campus.

The Fine Arts Committee has brought to the campus such talent as the Ben Greet Players; the Ted Shawn Dancers; the Coffey-Miller Players; the Stuart Walker Players; Louise Stallings; the Theatre Guild Production of *Elizabeth the Queen*; the Cincinnati Little Symphony Orchestra; the Russian Chorus; the opera, *Barber of Seville*; the opera, *Hansel and Gretel* the Pavleyonkrainsky ballet; the Herbert Petrie Quartet; and the White Huzzars.

President Donovan initiated the all-school barbecue during the second summer term. The features of the barbecue were: the beef, slaughtered and barbecued by a faculty-student committee; the barrels of lemonade and huge freezers of ice cream, served by faculty members; the stunts, usually burlesque or farces, presented by county or club groups, with the winning group receiving a goodly number of ice-cold watermelons.

Two student representatives from each class serve with selected faculty members and the dean of women on the Social Committee. This committee sponsors such affairs as the tea or reception at the beginning of each semester, the Halloween party, and it co-operates with other groups on such occasions as the Homecoming festivities, semi-formal teas to honor the "B" average students, teas and dances after ball games.

For some years two outstanding features of life on the campus have been the vocational and marriage conferences. The students come in contact with specialists of state and national repute. During these conferences there are assembly program forums, luncheons, dinners, and individual conferences. The students derive value not only from the men and women who come to appear on these programs but they take part in the planning and execution of these programs. This training cannot be overestimated.

Students at Eastern participate in various community activities. Individually and in small groups, they appear frequently before the various civic, social, and cultural organizations such as the Rotary, Lions Club, Exchange Club, Woman's Club, Daughters of the American Revolution, American Association of University Women, the Cecilian Club, and the Saturday Matinee Musical. Many participate in the programs of the church missions and the Telford Welfare Center, where they conduct the services, put on programs, direct plays and games, and lead in the story hour. Annually, students bring Christmas cheer to certain selected, underprivileged families living in the community. Students attend regularly the Sunday Schools and morning and evening services of the various churches. They sing in the choirs and often teach classes in the Sunday Schools. Many students work in the various business establishments of Richmond, and some are employed in Richmond homes as yard and furnace men, baby sitters, or readers to the convalescent. They make to the community a real contribution which is greatly appreciated.

The Recreation Room and Grill on the ground floor are the most-used sections of the Student Union Building. Card playing and dancing to the juke box are indulged in every day by the students of Eastern. The Grill, by serving coffee, sandwiches, cakes, and cold drinks, has increased the flexibility of meal times and provides snacks which are a constant invitation to student and faculty to get together for informal conversation on every subject from "A's" to "F's" and from Russia to Little America. These discussions spill over into the Recreation Room, where other activities, such as pool, ping-pong, bridge, canasta, encourage lingering and good fellowship. Daily the meal-time periods are enlivened by tunes from the Juke Box.

The Little Theater is every day the scene of group meetings of students religiously inclined. The meetings take the form of vespers, song fests, and prayer services.

Students at Eastern love to gather around a piano and sing or listen to some talented pianist play. Again, the most popular spot is the Keen Johnson Student Union.

Chess has grown into one of the favorite games on the campus. The Chess Club was begun in 1950 under the sponsorship of Mrs. Mary E. Barnhill. The club meets once a week for learners and proficient players, but enthusiasm for the game spreads over into many additional hours of play and practice. There have been local

tournaments and contests with the Berea Chess Club. Dr. Paul Nagel is the present sponsor of the Club.

The recording machine in the Carnegie Room, with a collection of approximately 500 records, is much used by students, particularly music majors. This room provides opportunities for listening to records, and for small groups who desire a quiet place for cards or other games.

The Student Music Council has arranged Sunday afternoon musical programs in Walnut Hall of the Student Union since the building was opened in 1940, providing good music in a restful, informal setting. Appearing on such programs have been students and staff members of the Music Department; the Winchester Music Club trio; the Cecilian and Saturday Matinee music clubs of Richmond; John Chrisman, pianist of Berea; and Mary Anders, xylophone player. Since 1940, the Council, under the leadership of Mrs. Katherine Chenault, has presented about 200 Sunday afternoon programs.

Since 1937, Eastern has formally observed Mother's Day each year, at which time parents of students receive special invitations to visit the campus. In the afternoon a program is held in Walnut Hall, with music by students and an appropriate address. For the past ten years the speaker for this occasion has also been a student.

The girls who live off-campus enjoy having as their own a room located on the ground floor of the Student Union Building. The furnishings and decorations of the room were especially planned so that these women will have a pleasant place where they can meet, study, lunch, and rest between classes. About once a month they plan a pot-luck luncheon, and sometimes they have parties of a simple nature.

Eastern has always employed students to do much of the work on the campus. The students are employed on the office staffs, in the dormitories, in the library, in the cafeteria, in the laboratories, on the campus, and on the college farm. In former days, student-labor rates were as low as 15 cents an hour; but at present the rates are 40 and 50 cents an hour, depending upon the type of work done; and students work from six to twenty-five hours a week.

During the year 1934 to 1936, the United States Government, through the Federal Employment Recovery Act and the National Youth Administration, provided funds to employ about one hundred other students. After the Government discontinued the NYA the College continued to employ students as secretaries to members of the faculty when such service was advisable.

The College under President Donovan adopted the slogan, "Eastern is a friendly college." It is the policy of Eastern, therefore, to foster a social atmosphere that is conducive to a successful college life.



**Mrs. Charles A.
(Anna Dickson Roe) Keith**
Housing Secretary for Men's Dormitories, 1932 to her death in April, 1952. (Courtesy of Mrs. Keith's son, Eugene)



Dr. Charles A. Keith
To Eastern in 1912; Dean of Men, 1921 to time of retirement in 1953. Head of Social Science Department.



Keith Hall, A Dormitory for Men



Walnut Hall of Student Union Building



**The Grill and Bookstore of
the Student Union Building**



**The President's Home,
Built for the Chancellor of Central University**



**The Dining Hall of the Keen Johnson
Student Union Building**



**A Homecoming Float.
One of 48 in the parade.**



The crowded stadium at a football game.



**Crowning the Queen of
a Military Ball at Eastern.**



Beckham Hall, A Dormitory for Men.
Miller Hall on the left; McCreary Hall on the right.

CHAPTER XII

ATHLETICS

By Fred Darling and Don Feltner

From the earliest times the subject of athletics was a topic of debate among the members of the Board of Regents at Eastern, who were undecided concerning the College's sponsoring an athletic program. However, as the institution progressed, athletic activities at Eastern also improved, and as the result Eastern has enjoyed a fine and varied program of inter-collegiate athletics.

The earliest athletic contests were carried on by women. Basketball games were played with other institutions of the state as early as 1907. In 1910, according to the *Eastern Kentucky Review*, football was introduced and inter-class contests were promoted. "It was the policy of the school to encourage clean and healthful rivalry in athletics, both in inter-class and intercollegiate contests. All students physically qualified are afforded an opportunity to try out for the different teams, provided their studies are not neglected as a consequence."¹ During the year of 1911 the girls' basketball team won the local championship; the boys basketball team made a good showing with a schedule of ten games; the baseball team was successful; and the track team competed for the first time in a meet at Lexington, Kentucky.

Early Leadership and Facilities

Many of the early leaders in Eastern's athletics were required to teach a varied number of subjects in addition to their coaching duties. In 1907 Mr. Clyde H. Wilson was Instructor in Manual Arts, Physical Education, and Director of Gymnasium and Athletics. During 1912-13, Eastern's sports were under the direction of Mr. Charles A. Keith, who also taught History. Mr. Keith was an able director and created interest in all sports. Eastern's fine baseball tradition had its beginning at that time. Mr. Ben M. Barnard was in charge of athletics from 1913 to 1917. During the period, 1917 to 1920, Charles F. Miller and Clyde F. McCoy directed the destinies of Eastern's Athletic teams. George Hembree, an excellent coach, took over the coaching duties of all athletic teams for men and women in the fall of 1920.

Although fine records were compiled by the coaches of these athletic teams of this early period, Eastern had never placed much emphasis on athletics in comparison with some of the liberal arts colleges. The major emphasis was in line with the objective of the College, the training of teachers for the State of Kentucky.

¹ *Eastern Kentucky Review*, Richmond, Kentucky, Eastern State College, 1910, Vol. IV, No. 4.

In 1921 efforts were made to organize an Eastern Kentucky Athletic Association. A constitution and by-laws were drawn up to govern this Association and, in 1922, Eastern took steps to qualify for membership by establishing a system of rules based on those of the Eastern Kentucky Athletic Association. This was an important step in the raising of standards of inter-collegiate athletics, and Eastern operated under it until her entry into larger and older associations.

Eastern had, during this period, athletic teams in all sports that were successful in winning large percentages of their games. In the season of 1924-25, the girls' basketball team won ten of thirteen games played, and the baseball team won seven out of ten games. The 1927 football team was considered the finest in this period.

Eastern qualified for membership in the Southern Intercollegiate Athletic Association in 1928. The move, while an important step in the development of athletics, worked a real hardship on the school's athletic teams. Before this time freshmen and even students in the normal school (secondary in rank) were permitted to play on the varsity teams.

There was a steady improvement in the caliber of football played at Eastern. George Hembree, assisted by George Gumbert, handled the coaching duties very capably until 1929, when Charles T. Hughes took over the reins. Hughes, whose assistants were Frank Phipps, Alfred Portwood, and Tom Samuels, coached from 1929 to 1935.

Eastern basketball teams, for the most part, had won a large percentage of their games. On two occasions during these years, Eastern cage teams held the best records in the Kentucky Intercollegiate Athletic Conference. The varsity basketball teams participated in the S. I. A. A. tournament at Jackson, Mississippi, in the seasons of 1929, '30, '31, '32, and '33.

At this time, the greater emphasis concerning Eastern athletics was not on varsity athletics, but on a wider student participation. In 1932, with the completion of the new gymnasium, better opportunity was afforded for a broader program of athletics.

Ground was broken in the fall of 1935 for the building of a football stadium. This plant, modern in all respects, seats 4,000 spectators and contains housing facilities for athletes. The stadium and its living facilities were completed in 1936.

With the splendid facilities being added to the program at Eastern, the institution was approaching the ideal of universal, voluntary participation in athletics.

Greater Emphasis on Athletics

Thomas E. McDonough, distinguished leader in the field of physical education and former athletic director of Eastern, summed up the chapter on athletics in *Three Decades of Progress*, published in 1935, by saying, "Eastern is proud of the achievements of her

athletes and hopes to build an athletic reputation which will be respected by all the colleges of this state."²

During the twenty-one years that have passed since the writing of this statement, Eastern has advanced far beyond the expectations of her early athletic leaders. Not only did she gain the respect of schools in the State, but she also gained national recognition in her intercollegiate athletic program. Like other educational institutions, Eastern has expanded her athletic facilities to meet the ever-growing demand for improvement. She has also suffered the loss of key personnel, for various reasons, and has obtained new leadership. All of these factors have had some influence on the national prominence in athletics that Eastern is presently enjoying.

There was a great number of men, both coaches and athletes, who were responsible for this notable reputation which Eastern has established in the athletic world. A very important decision was made during the year 1935, which was to have a great deal of influence on the development of Eastern's athletes. "In 1935, to further augment the program of physical education, greater emphasis than ever before was placed on the varsity athletic program. Mr. Rome Rankin, assisted by Tom Samuels and Charles T. Hughes, was placed in charge of football, basketball, and track, and, with the support of the faculty and administration, undertook to place Eastern on a par with her natural competitors."³ Rankin guided Eastern's athletics to a role of a real champion, instead of the pushover role of the past. His record has never been surpassed at Eastern and it is certain that his leadership will be remembered for many years.

The caliber of Eastern's athletic teams improved steadily, and in the season of 1940, Rankin directed the football team to its first undefeated and untied season. Many records were set by this great team, which rolled over eight opponents, and some of the records have not been broken to this day. The 273 points scored was the highest total for one season in the history of football at Eastern. The opposition scored only 27, the low for an eight game slate. Three athletes were honored by being selected on the all-conference team. Wyatt (Spider) Thurman of Benham, Kentucky, Fred Darling of Glouster, Ohio, and Charles Schuster of Chicago, Illinois, were named to the all-star aggregation. Thurman also was chosen on the "Little All-American" grid team.

The football season of 1941 was almost the equal of the previous successful year. Eastern gridders compiled an enviable record of seven wins against one loss. They held distinction of copping Eastern's first conference championship in football, winning the Kentucky Intercollegiate Athletic Conference title. The only blemish on the record was a hard-fought 27-20 loss to arch-rival Western Kentucky in contest which saw Western overcome

² Dorris, Jonathan T., ed., *Three Decades of Progress*, Eastern Kentucky State Teachers College (1936), 189.

³ *Ibid.*, p. 188.

a 20-0 halftime deficit to win. Eastern placed six men on the all-conference team this year, three by unanimous votes. "Bert Smith, Chuck Schuster, and Fred Darling were chosen unanimously on the 1941 ALL-KIAC team by a vote of sixteen sportswriters and coaches."⁴ Other members selected were Ivan Maggard, Cliff Tinnell, and Conrad Haas.

Change in Personnel

Eastern's athletic director, Thomas E. McDonough, announced his resignation in 1942 to accept a similar position at a larger institution, Emory University in Atlanta, Georgia. "Tom," as all his friends called him was a recognized national leader in physical education. He was greatly responsible for Eastern's fine physical education program, and for the planning and construction of the Weaver Health Building.

McDonough's successor was Charles T. Hughes, a native of Crittenden County, who was well-known for his athletic prowess while at the University of Kentucky. "Turkey" was one of the two, four lettermen ever to graduate from the University. His coaching and teaching experience in both high school and college made him a natural choice for this position.

Sports Discontinued

Eastern, like many other institutions of higher education, found herself short of manpower during the years of World War II. This notation is inscribed in the Athletic Director's Record Book: "All intercollegiate sports were discontinued in 1943 due to the war and the shortage of manpower."⁵ No football schedule was played for a period of two years, 1943 and 1944. During these years the athletic facilities were used by the Army Specialized Training Program and Women's Army Corps.

The coaches and personnel of the Physical education department assisted in recreational activities and physical training for these two units. The Army personnel, who were supervised by Coach Rankin and "Turkey" Hughes, were complimented for their superior physical condition. "With the aid of Coach Rankin and Hughes, the ASTP (Army Specialized Training Program) students taking physical fitness tests easily surpassed the average performances."⁶

Major George Hembree of the Medical Administrative Corps of the United States Army, who coached the Eastern teams and was athletic director from 1920 to 1929, lost his life in an accident on May 16, 1945, at Amarillo, Texas, Air Field. Hembree coached all sports at Eastern for nine years and was an outstanding professor of physical education when called into the Army in 1941. From 1931 through 1940, he had coached the baseball teams.

Coach Hembree's philosophy as an athletic director was expressed in a mild but commendable admonition on a metal tablet

⁴ *Courier-Journal*, Nov. 30, 1941, p. 4.

⁵ *Athletic Director's Record Book*, 1943.

⁶ *Eastern Progress*, October 27, 1943, p. 2.

which he displayed in his office at Eastern. This gentle counsel,
 "When the One Great Scorer comes
 To mark against your name,
 He writes—not that you won or lost—
 But how you played the game,"

by the noted sports writer, the late Grantland Rice (1880-1954), may be regarded therefore as the spirit in which athletes are trained at Eastern.

Champions

Eastern resumed its athletic activities during the basketball season of 1944-45. It was during this season that an Eastern team entered, for the first time, a national basketball tournament. "The Maroons won three out of four games in the classy competition of the National Intercollegiate Tournament at Kansas City, winning third place honors by whipping Southern Illinois, after falling before the height of Peppardine of Los Angeles in the semi-final round. Fred Lewis, Eastern's great scoring ace, was named captain of the National Intercollegiate All-American team and was voted the most outstanding player of the tournament. He scored 99 points for a new tournament record."⁷

The season of 1945-46 was highlighted by the Rankin-directed teams winning both the basketball and football championships in the Kentucky Intercollegiate Athletic Conference. The cage season was climaxed by an upset 65-51 victory over the strong University of Louisville. Eastern placed two men, Goebel Ritter, who was later to guide Hazard High School to the State High School championship of Kentucky in 1955, and Fred Lewis, on the all-tournament team.

Lewis was selected to play in the annual College-Pro All Star game in Chicago after the close of the season. The January, 1947, issue of the *Eastern Progress* said this about the exploits of Lewis in the all-star game: "Fred Lewis won the game for his team by a long shot in the last minute of play. He scored 14 points and shared high point honors with George Mikan. He was picked as the most valuable player in the game and was awarded the 'William Randolph Hearst Trophy.'"⁸

The 1946 football team followed in the footsteps of the basketball quintet, winning the championship of the KIAC with the season's conference record of three wins against a single loss. The following statement appeared in the Richmond *Daily Register*: "The Eastern Maroons of Rome Rankin defeated the Hilltoppers of Western Saturday night at Bowling Green 6-0 and wrapped up the KIAC football crown for the second successive year. Paul Moore, who has played brilliantly for the team all season, scored his ninth touchdown of the season. In winning, the Maroons gave Rankin the distinction of being the first coach in modern KIAC history

⁷ *Eastern Progress*, October 27, 1943, p. 2.

⁸ *Ibid.*, January 20, 1947, p. 4.

who has tutored both a basketball and football team to the conference title in the same year.”⁹

Women's Intercollegiate Athletics Resumed; Eastern's Athletic Facilities Improved

Women's intercollegiate athletics, which were discontinued in the late twenties, were resumed in September, 1946, when Miss Gertrude Hood, head of the women's physical education department, helped to organize the Women's Athletic Association. The sponsor of this organization was Miss Betty Harris. In the fall of 1950, the name of the organization was changed to the Women's Recreational Association. Since 1946, the women's athletic teams have participated in basketball, softball, and field hockey competition with other colleges, namely, Berea, University of Kentucky, University of Cincinnati, University of Louisville, Morehead, Ursuline, Nazareth, and Midway.

In April, 1946, the Board of Regents of the College decided to improve Eastern's athletic facilities by providing a lighting system for the football field. The Board took this action at their regular meeting on Monday, April 27, 1946. "The plans already projected for the work provided for a superior installation of lights such as is used in the best lighted baseball fields."¹⁰ The installation of these lights was completed in 1947, and Eastern now has one of the best lighted gridirons in the South.

President W. F. O'Donnell made this announcement in the November issue of the *Eastern Progress* in 1946: "Paul McBrayer has been hired as basketball coach to relieve Coach Rankin of part of his athletic duties. Coach McBrayer had been assistant coach at the University of Kentucky for nine years prior to the fall of 1943, when he entered the military service. He was a member of the Kentucky team from 1926 to 1930, and, his senior year, McBrayer captained the Kentucky team and was selected All-American. He has a reputation of being one of the best basketball coaches in the state and the nation."¹¹ It is through the excellent coaching and leadership of this man that Eastern has ranked in the top fifty teams in the nation during the past ten years. The Maroons finished eleventh in the nation on one occasion and, annually, play a schedule as hard as any national power in the country.

Track Championship Won; Rankin Resigns

The year 1947 marked a big year for Eastern's track team, for the Maroons won their first Kentucky Intercollegiate track championship. The "Three Musketeers," a trio of lettermen in Gerald and Larry Becker, and Goebel Ritter, paced the Eastern squad in the point producing department. The championship KIAC meet was closely contested with Eastern winning over Louisville by scoring first place in the last event, the mile relay, and copping

⁹ *Richmond Daily Register*, November 25, 1946, p. 4.

¹⁰ *Eastern Progress*, May 10, 1946, p. 1.

¹¹ *Ibid.*, November, 1946, p. 1.

the crown. This 1947 squad of cindermen is the only championship team in the history of track at Eastern.

Rome Rankin, who had been completing his work on a doctor's degree at the University of Kentucky, resigned his position of football coach in 1947 to accept a position on the faculty of the University of Maine. The man to succeed Rankin was Tom Samuels, a coach of superior ability who had been assisting Rankin in molding the many strong teams he had developed at Eastern. "For many years the Maroon forward wall has been recognized as one of the toughest in the conference, due to the untiring efforts of Coach Tom Samuels."¹² Samuels, a native of Richmond and a graduate of the University of Michigan, was selected on the All-Big Ten team at a tackle position on the 1930 and 1931 All-Conference teams. "When the vacancy of head coach existed, Eastern did not hesitate to promote Coach Samuels. His will to win and the enthusiasm he displays on the field are an incentive to any team. Fred Darling was selected by his alma mater to replace Samuels as line coach. Darling, a native of Glouster, Ohio, graduated from Eastern in 1942. He played three years on the Maroon football team and for three years was selected as an all-conference gridder. In 1941, he was given honorable mention on the Little All-American team. Fred had been assisting Samuels with the line while completing his requirements for a Master's Degree."¹³

Glenn Presnell, former All-American halfback at Nebraska, was named as backfield coach as Samuels took over the head coaching duties. Presnell played professional football from 1928 to 1936 with the Ironston Tanks, the Portsmouth Spartans, and the Detroit Lions. While at Detroit, in 1934, "Pres" kicked a 54 yard field goal, which stood as the record for 19 years. Presnell began his college coaching career in 1937 when he was backfield coach at the University of Kansas. He returned to Nebraska, in 1938, as backfield coach and served in that capacity until 1942, when he was named head coach. In 1943, he served as a Naval Officer, coaching the backfield at North Carolina Pre-Flight.

Basketball Facilities Expanded; Ohio Valley Conference Formed

Due to the increased enrollment of the student body, and the demand of the public for basketball tickets, Eastern found it necessary to expand the playing and seating facilities in Weaver Health Building. At a cost of several thousand dollars, the southern wall of the gym was removed and the floor extended south toward the College farm. Classrooms, equipment rooms, and locker-rooms for the basketball and football teams were constructed on the first floor. Folding type bleachers were installed in the main gymnasium to increase the seating capacity

¹² Milestone, 1947, p. 149.

¹³ Eastern Progress, April 25, 1947, p. 3.

to 3,000. A modern press box was added and today Eastern has a fine and modern gymnasium.

On February 27, 1948, Eastern, Western, Morehead, Murray, and Louisville withdrew from the Kentucky Intercollegiate Athletic Conference and joined with Evansville College of Evansville, Indiana, to form a new conference, which was named the Ohio Valley Conference. A prominent leader in this move to form this conference was Charles T. Hughes, Eastern's present athletic director. On December 12, 1948, Marshall College of Huntington, West Virginia, and Tennessee Tech of Cookeville, Tennessee, joined the conference and enlarged it to an eight team conference. The formation of this conference and the fact that its members were recognized for fielding strong teams in all sports, helped Eastern to gain national recognition for her various athletic teams.

Eastern's caliber of basketball steadily improved, and in 1950 the McBrayer-coached five won the Ohio Valley Conference Tournament by scoring a stunning upset over Western Kentucky in the final game of the tourney. "The experts said, 'It could not be done,' and Western should win the tourney easily. Most of the near 8,000 Jefferson County Armory fans had come to see the highly touted Western quintet win the meet with ease. But, the Maroons of Paul McBrayer had other plans."¹⁴ Eastern gave Western Kentucky State College one of the worst beatings of the season to take a 62-50 verdict and capture the highly coveted conference crown. The Maroons were led by Chuck Mrazovich with 21 points and Jim Baechtold with 13. Joe Harper and Carl Eagle played outstanding floor games and were responsible for stealing the ball and scoring points at crucial moments of the game. This great win was a fitting climax for a team that was rated eleventh in the nation. Paul Hicks and Charles Mrazovich were named on the all-tournament team.

Spring Sports Gain Spotlight

It was during the year 1950 that spring sports on the Eastern campus were beginning to prosper. Eastern's baseball team, coached by "Turkey" Hughes, won the first baseball championship in the history of the sport at Eastern by virtue of the season's record of six wins against four losses in Ohio Valley Conference competition. This team was led by Stan Dodderidge, Ed Lewicki, Lonnie Nelson, Carl Eagle, Ray Giltner, Jack Billingsly, and Paul Tesla.

The tennis team won the championship of the conference in 1951. The *Eastern Progress* had this to say about the outstanding group of young men: "It's hats off to the tennis team this year. Eastern's tennis team wound up with a fine record of nine wins and only two losses. Coach Bob Gaines' netters were beaten only by top-ranking Marshall College."¹⁵ Members of this team were Paul Trieschman, Karl Jones, George Perry, Ray Field, Jim Cunningham, and Don Augsback.

¹⁴ *Eastern Progress*, March, 1950, p. 4.

¹⁵ *Eastern Progress*, May 31, 1951, p. 6.

Track had its first undefeated season in the history of the school in 1951, when the cindermen of Coach Fred Darling won six consecutive meets. Eastern's thin-clads went on to go undefeated in regular season competition for the next three years under Darling's tutoring. One of the chief point makers on this team was speedy Jack Bond, who had been named "Track Athlete of the Year" by the *Courier-Journal*, while running for the Lexington Lafayette High School track team. Gordon Fleck was outstanding in the distance and Bob Shockley, Jim Bingham, and Chuck Schmitt scored heavily in the field events.

The baseball team repeated itself in 1951 as conference baseball champs, and, in 1952, the Hughes coached lads copped their divisional title by downing a strong Marshall nine, 5 to 0, but lost out in the conference playoffs to a fine Western Kentucky team. Some of the stars on this club were Rudy Bicknell, Bryan Gibbs, Howard Gracey, Chuck Hertzner, Jim Odle, Roy Kidd, and John DeLaney.

The 1952-53 basketball team enjoyed one of the most successful seasons in its history by the team's chalking up a record of 17 wins against only 8 losses, all the losses coming against nationally ranked teams. This team won the regular season championship of the OVC and turned in a good performance against a strong Western team in the finals of the tournament at the end of the season, only to bow 70 to 60. This team accepted a bid to the NCAA Tournament and even though the members had to go without their leading scorers, Elmer Tolson and playmaker Bill Bales, both being ineligible under the four year varsity participating ruling, they put up a great fight before losing to a strong Notre Dame club, 72 to 57. Bales and Tolson were named on the all-conference team.

Eastern's baseball team won its third conference crown in 1954, as the members ended the season with a conference slate of eight wins against no setbacks, including a pair of wins against Middle Tennessee in the playoffs. For the season, the team recorded 16 wins, and dropped only 5 tilts for the best record in its history at Eastern. Local fans declared that this was the finest baseball team ever to represent Eastern. Men who played outstanding ball on this great team were Roy Kidd, Ron Finley, Don Feltner, Jim Odle, Bob Brown, Dick Dudgeon, Charlie White, and Don Richardson. Feltner pitched the first no-hit no-run game in the history of the sport at the College when he beat Morehead 10 to 0 on Eastern's diamond.

The Women's Recreational Association, under the direction of Miss Martha Williams, sponsored a hockey clinic in the fall of 1954 with Miss Constance Applebee, well-known hockey expert from England, as the instructor of the clinic. Miss Applebee, who, in 1901, introduced the sport in the United States, gave fine instruction to women from all over the state in the art of playing and coaching hockey.

Samuels Resigns Grid Post; Presnell Named Head Coach

Tom Samuels, who had been coaching Eastern's football teams for a period of twenty-one years, resigned his position in 1953 to enter business in Orlando, Florida. Samuels had just coached the 1953 team to one of the finest seasons in history. This team had compiled a record of eight wins against two losses. Not only was Samuels a great coach, but he was well liked and respected as an excellent teacher. He had been very active in health education on a national level. Tom had also rendered great service to the College, and his resignation was regretted by all. Glenn Presnell, who had served Samuels as backfield coach for seven years, was named to the post replacing Samuels.

The 1954 football team was perhaps the greatest ever to represent Eastern. This group of experienced men compiled an enviable record of eight wins against one tie and no defeats, scoring 175 points in the nine games while holding their opponents to only 47.

The highlight of the regular season was the Western encounter, which decided the championship of the conference. Before a record-breaking crowd of 7,000 homecoming fans at Bowling Green, the Maroons dealt the Hilltoppers a stunning 21 to 0 setback. Harry Bosler of the Louisville *Courier-Journal* complimented this great Eastern team. "Eastern, playing like champs, committed few errors and flashed a versatile attack. Playing the same stubborn game that has marked it as one of the greatest walls in Kentucky collegiate circles in years, the Eastern defensive line was near perfect. For three quarters the Hilltoppers were unable to penetrate Maroon territory. And it wasn't until the last quarter that Western got the feel of Maroon soil and then they couldn't go beyond the 40."¹⁶

Eastern Plays in First Bowl Game

After completion of the regular season play, the Eastern fans were elated when this eleven received and accepted a bid to play in the Tangerine Bowl in Orlando, Florida. Many loyal fans followed the team to "Sunny Florida," and, in spite of all their rooting, Eastern dropped a heart-breaking 7 to 6 loss to Omaha University. The football team and fans who made the trek to Florida conducted themselves in an excellent manner and won many friends for the College and the State of Kentucky. The editor of the Richmond *Daily Register* summed up very generously the feelings of the citizens of Richmond toward this Tangerine Bowl team:

"Coaches and members of the Eastern State College football team are to be commended for the splendid record made during the season just past. The Maroons, under the able guidance of Coach Glenn Presnell and line Coach Fred Darling, were undefeated and untied in Ohio Valley Conference play and only a tie game with the University of Toledo marred a perfect season record. Then, for the first time in the history of the school, they were invited to participate in a bowl game, the Tangerine Bowl in Orlando, Florida.

¹⁶ *Courier-Journal*, November 6, 1954, p. 8.

They were defeated 7 to 6 by undefeated Omaha University, but made a splendid showing and even in defeat were the favorites of the fans and the beautiful city of Orlando. They were praised for their fine play and complimented for their actions both on the field and off. They were a credit to the school and the fans who made the trip from Madison County as well as many alumni and friends throughout the South were proud to call them 'Our Boys.'"¹⁷

Six seniors were selected on the all-conference team. Frank Nassida, Jerry Johns, Fred Winscher, Don Daly, Jim Hanlon, and Bob Muller received first team honors and freshman Tom Schulte, second team honors. This represents the most men ever selected on the first team of an all-conference team in the history of Eastern athletics.

The 1954 edition of Eastern's basketball team climaxed the season by winning the OVC tournament. Led by all-conference cagers Jack Adams, Dick Culbertson, and Ronnie Pellegrinon, the Maroons compiled a record of 15 wins against 8 defeats in season play. In the conference tourney they belted Morehead and Murray to cop the crown. In the Maroons' 120 to 91 win over Loyola of New Orleans, Adams scored forty points and grabbed twenty-seven rebounds to break Eastern records. In all, the high-scoring athlete set eight records during the season, both individual game and season records.

In playing what could probably be termed the toughest schedule ever attempted by an Eastern team, the Maroons' 1955 gridiron aggregation surprised the experts around the conference by finishing the season with a winning mark. Only eleven lettermen returned from the great '54 team, and only two of these were starters. A crop of hard-working freshmen teamed with the few experienced ones to compile a slate of five wins, four losses, and a tie. In three of the four losses, the Maroons were defeated by single touchdowns. In only the Louisville contest, which the strong Cards won 45 to 13, were the Maroons outclassed. Tom Schulte, sophomore from Newport, was the lone Maroon to make the all-conference first team, but Don Boyer, William Castle, and Bobby Lenderman were named to the second team.

The basketball warriors of 1955-56 failed to live up to pre-season expectations, but they must be admired for playing as tough a schedule as any major cage outfit in the nation. Although they finished the campaign with only a nine and sixteen record, they upset the basketball world when they defeated third-ranked Louisville, which was eventually to emerge as National Invitation Tournament champions.

Led by the great Forward, Jack Adams, who broke several of his own records set in his junior year, the Maroons' season could not be termed dismal. Adams's jersey, the famous number "40", was retired at the close of the season. The lanky crewcut youngster now holds ten Eastern basketball records. Also out-

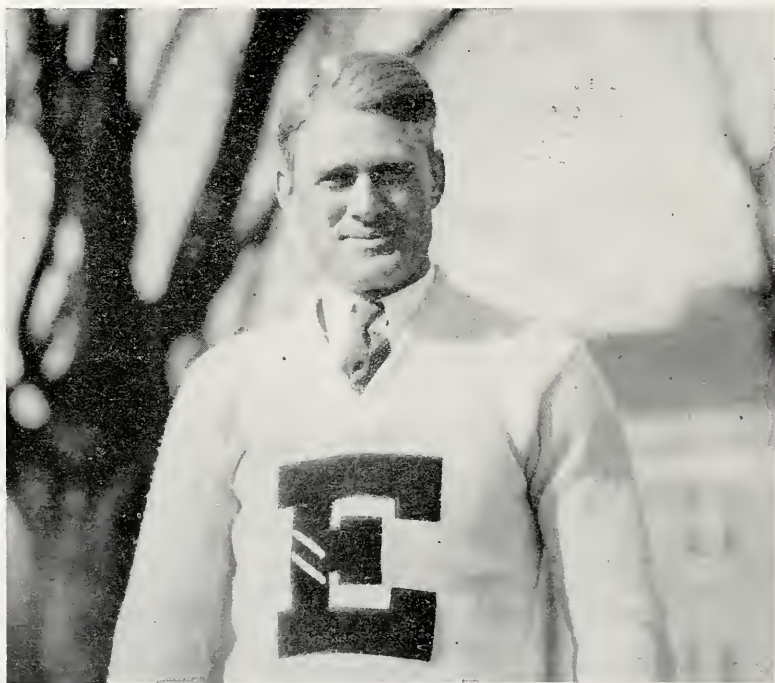
¹⁷ Richmond Register, January 5, 1955, p. 2.

standing on this team were Dick Culbertson, Ron Pellegrinon, and a trio of up-and-coming sophomores, Jim Kiser, Carl Wright, and Bill Florence.

Athletics at Eastern have risen to a point where today the athletic teams representing the Institution are respected, not only by "all the colleges in the state," as Thomas McDonough had hoped in 1935, but by all the colleges and universities in the nation. Sports fans like to see the colorful teams fielded by Eastern in action.

Eastern has contributed numerous figures to the world of sports, both in the coaching field and in professional athletics. Probably the foremost of these figures is Earle B. Combs, one of the New York Yankees all-time greats. To mention all the outstanding athletes who have gained fame and fortune beyond the college level would be impossible.

Officials at the College are quick to agree that athletics definitely play a large role in the success of the Institution and that Eastern offers as good representative athletic teams as any other college in the land.



**Earle B. Combs wearing his E sweater
earned in Baseball at Eastern in the early 1920's.**



Action in Baseball at Eastern



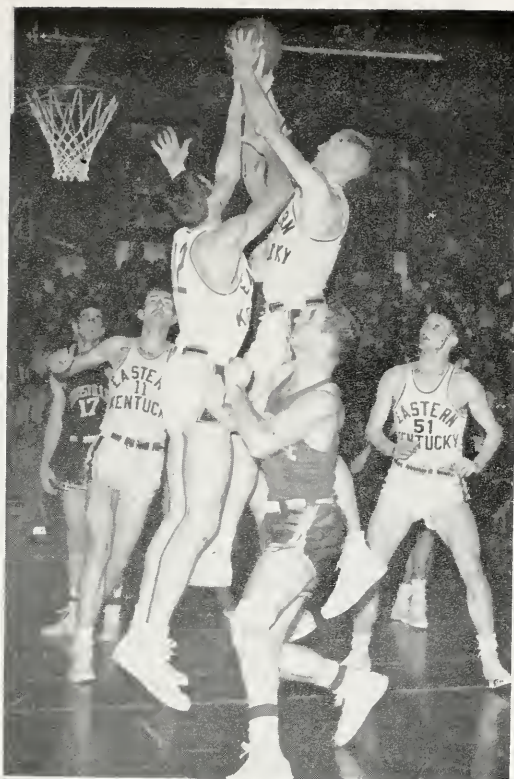
High Jump at Eastern



Action in Football on Eastern's Gridiron



Action in the Swimming pool of the Weaver Health Building



**Action in Basketball in
the Weaver Health Building**



Basketball Fans at Home

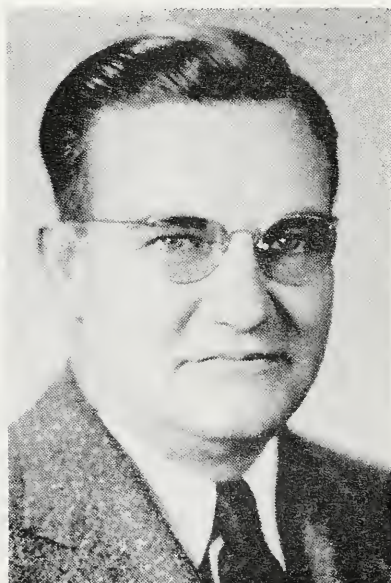
Athletic Directors and Coaches



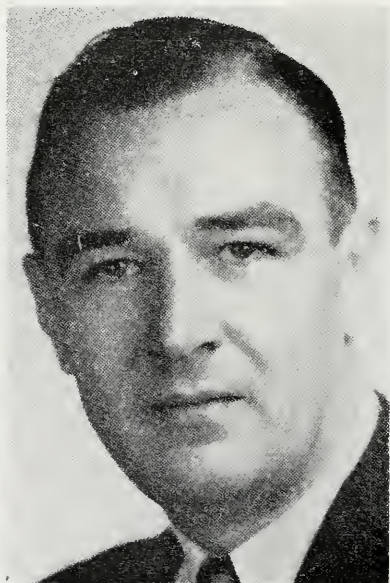
Thomas E. McDonald
Athletic Director, 1928-1942.



Charles T. (Turkey) Hughes
Head Coach, 1929-1935; Director
of Physical Education and Ath-
letics, 1935 to present.



Rome Rankin
Head Football and Basketball
Coach, 1935-1946.



Tom Samuels
Coach of Football, 1929-1954.

THE MAROONETTES



FIRST ROW, left to right: Peggy Oswald; Betty S. Correll; Arlene Isaacs; Mandy Allen; Pat Allison; Joan Mitchell; Joy May; Gladys Rachel. **SECOND ROW:** Carol Spurlock; Pat Miller; Linda Parris; Judy McCrery; Loyce Maggard; Elissa Evans; Joyce Maggard; Lib Warner; Barbara Billings; Audrey Horn. **THIRD ROW:** Carol Kidd, sponsor; Pat Cleavenger; Pat Vencill; Sharon Maupin; Nancy Ross; Joyce Cornelius; Judy Crose; Jo M. Reeves; Barbara Brawshaw; Laura Tuttle; Lois Samson. Absent when picture was taken: Ruby Benton; Sharon Polly; Faye Knight; Jean Liskey; Nancy Dammert.

CHAPTER XIII

THE RESERVE OFFICERS TRAINING CORPS

By Lt. Col. Alden O. Hatch, PMST, Major Paul E. Myers,
Ass't PMST, and Capt. Ernest H. Morgan, Ass't PMST

Its Origin and Purpose

The Reserve Officers Training Corps as it is now known was not officially established at Eastern Kentucky State College until the fall of 1936. However, this was not the beginning of military training in an institution of higher learning in Richmond, Kentucky.

In 1892 military training was introduced to the old Central University in Richmond, Kentucky. The instruction was directed by a regular army officer detailed by the United States War Department. In time there were two companies of infantry and one of artillery on the campus at Richmond. These companies were officered by juniors and seniors who had qualified while they were underclassmen. The uniforms, arms, and cannon added much color to campus life. The visiting committee of the Southern Presbyterian Synod of Kentucky reported, in October 1895, that "It was gratifying to note a decided drift of sentiment away from inter-collegiate ball contests toward military drill." The Central University battalion made an "excellent showing in the reproduction of the battle of Perryville, which took place in Louisville," in the autumn of 1900. (See *Three Decades of Progress*, p. 246 and Chapter VI of this volume.)

In September, 1935, Eastern applied to the U. S. Department of War for the establishment of a Field Artillery Unit of Reserve Officers Training Corps. There was a strong possibility that it would be approved, as Dr. H. L. Donovan, President of Eastern, had received a letter from Major General A. J. Brady, Commandant Fifth Corps Area, Columbus, Ohio, stating that new ROTC units were being inaugurated beginning in 1936.

A preliminary inspection of Eastern was soon made by the War Department. The Field Artillery unit would require an enrollment of 300 boys for a Senior ROTC unit such as Eastern was seeking. At this time there were only two Senior ROTC units in the State of Kentucky. One was located at the University of Kentucky and the other was at Western Kentucky State Teachers College in Bowling Green, Kentucky.

In February, 1936, an ROTC unit for Eastern was approved by the War Department. President Donovan received notification from Fort Hays, Ohio, that it was to be a Field Artillery Unit of ROTC and that it would be established at the opening of the fall

session of 1936. It was to consist of three batteries of 100 men each. A commissioned army officer plus two or three Noncommissioned Officers (NCO's) would be sent to Richmond to take charge of the unit.

The Reserve Officers Training Corps of the United States Army exists for the purpose of developing officers—leaders of men. It offers a course of instruction leading to a commission as a second lieutenant in the U. S. Army Reserve. The mission of ROTC is to have ready in time of National Emergency a corps of educated, well-rounded leaders for the Armies of the United States.

The Corps as it is now known was established in 1916. However, the antecedents for the corps reach back to 1819, when Captain Alden Partridge, a former superintendent of the United States Military Academy at West Point, New York, founded the first civilian institution of higher education which prescribed military training as part of its curricula. Subsequently, other colleges and universities offered military training. During the Civil War, this practice received great impetus from the Morrill Act of 1862. This Act provided grants of land and later, financial support for colleges that would offer military training along with training in the agricultural and mechanical arts. The high esteem which the ROTC has earned among educational institutions is attested to by a long-standing waiting list of colleges and universities applying for establishment of ROTC units.

The ROTC from 1936 to 1943

In March, 1936, Captain W. W. Ford, Field Artillery (FA), US Army, arrived at Eastern as head of the new ROTC Field Artillery Unit. He began preparations for installing a Field Artillery unit of ROTC at Eastern in the fall of 1936. Then in May, 1936, the War Department detailed Major Christiancy Pickett, Field Artillery, US Army, as the officer in charge of the new Field Artillery ROTC unit as soon as he returned to the United States from his assignment of foreign service. For some unknown reason Major Pickett never reached Eastern. About this time, Major Charles W. Gallaher was assigned as a member of the Military Staff, and became the first commander of the ROTC unit when training began in September, 1936.

One hundred and twenty-five men enrolled in the newly established Artillery Unit in the fall of 1936. The students of Eastern and the people of Richmond soon received a good look at uniforms, equipment and weapons as Battery A, the prize artillery battery from Fort Harrison, Indiana, thrilled a crowd of spectators with a mock battle, on the farm near the campus, employing vehicles, gas masks, machine guns, field telephones and light artillery pieces. As a matter of fact thirty trucks and four light field pieces took part in the demonstration, which was intended to stimulate interest in military training at Eastern. The first public appearance of the local ROTC unit was a demonstration at the College homecoming game in October, 1936.

On October 19, 1936, Major Gallaher, assisted by Captain Ford

and Captain Eugene M. Link, administered examinations to fifty ROTC students in order to appoint student sergeants, corporals and first class privates (PFC's). The following appointments were made: Battery A, First Sergeant (Battery Commander), H. Fulkerson; Right Guide Sergeant, James Stayton; Left Guide Sergeant, John Snodgrass; Corporals, T. Benton, J. B. McClanahan, Hiram Brock, Joseph Greenwell, Jack Klein, Gilbert Estridge, James Dykes, H. House (Guidon Carrier); Privates First Class, Ed Eicher, J. W. Mullikin, H. Hughes, J. White, and L. Cornn; Battery B, First Sergeant (Battery Commander), Leonard Stafford; Sergeants (Guides), L. Roth, H. Parker; Corporals, William Grant, Frank H. Wilcox Jr., R. Francis, H. Wyrick, W. Forbes, Ralph Pendery, F. Edwards (Guidon Carrier), Dick Smith, Dan Denny, John Arbuckle, and Ed Downing; Privates First Class, H. Short, Glen Neikerk, M. Noland, James Hart. The color detail consisted of corporals Paul Congleton, William J. Hagood, (?) Meyers, and Richard Brown.

Late in October of 1936 Major Gallaher announced that a .22 caliber pistol team was planned. The new ROTC unit also began making plans for a new distinctive insignia to be worn by the cadets. The aid of the Art Department of the College was enlisted. The insignia would have to be accepted by Major Gallaher and his staff and then by the War Department at Washington. Late in March, 1937, the Military Unit received approval for its insignia. It consisted of a design depicting Daniel Boone standing at the foothills of the Cumberland Mountains in maroon and a shield of white. This new insignia was to be worn on the left shoulder of the uniform.

The *Eastern Progress* of January 15, 1937, announced the First Annual Military Ball to be held in the small gymnasium of the Health Building on March 6th. A committee consisting of James M. Hart, Chairman, John M. Arbuckly, Ralph B. Pendery, Leslie G. Roth, Edward Eicher, Denham Short, and Wallace G. Forbes was selected to make the necessary arrangements. The decorations were to be in military style, and the military personnel would attend in uniform. The dance was formal for those not wearing uniforms. It was to be a colorful occasion and probably the most colorful dance given on the campus that year.

According to the March 12, 1937, issue of *Eastern Progress*, the dance was a success. The music was furnished by Andy Anderson and his orchestra. Miss Nancy Covington was presented as "Queen of the First Military Ball" and Miss Francis Little and Miss Bonnie Applegate, her attendants, were named sponsors of Batteries A and B, respectively.

The pistol team got off to a late start, due to the delay in establishing a range, and no matches were scheduled the first year. Captain Ford, coach of the pistol team, said, in the *Eastern Progress* of May 7, 1937, that the average marksmanship of its members was quite high, as seven cadets had qualified as "Expert" during practice.

Late in May, 1937, the activities of the ROTC closed for the summer. Major Gallaher, Capt. Ford, and Privates Davis, Thomas, Wilson and Williams went to Fort Knox, Kentucky, where they were on duty with the ROTC camp from July 17 to August 28. At this camp they assisted in instructing approximately 300 students from Ohio State and Purdue Universities who had completed three years of Field Artillery ROTC training and were ready for practical field training to supplement their theoretical classroom work. The first contingent from Eastern to attend this camp was expected to be present in the summer of 1939.

Captain Link spent the summer on duty with the Civilian Military Training Corps (CMTC) at Fort Harrison, Indiana. Technical Sergeant Bentley and Private Vernon remained on the campus in charge of the government property.

A six day road march was made by the ROTC convoy in September, 1937. Captain Ford was in charge of the convoy. In addition to Captain Ford the convoy consisted of eleven ROTC students and eight enlisted men of the US Army in nine trucks. The convoy toured Eastern Kentucky towns demonstrating equipment and explaining the purpose of ROTC.

The Military Science Department decided that last year's officers would retain their ranking, except that nine promotions were made. The new promotions were: Master Sergeant, Richard L. Brown; Color Sergeant, Harvey D. House; Sergeants, John W. Kalb, and John Arbuckle; Corporals, Joe K. Allen, Ernest L. Harris, and Ernest A. Thomas; Privates first class, George W. Duer and Fred Marcum.

The Battalion Sponsor elected for the school year 1937-38 was Miss Francis Little from Newport, Kentucky. Miss Garnett Darnell and Miss Bonnie Applegate were elected sponsors of A and B Batteries respectively. The second annual Military Ball was held April 22, with Johnny Lewis and twelve piece band furnishing the music. Miss Margaret Hubbard of Ashland was elected sponsor of Battery A to replace Miss Garnett Darnell.

The ROTC pistol team received fourteen challenges during the school year 1937-38. Captain Ford announced that shoulder-to-shoulder pistol matches had been arranged with Xavier at Cincinnati on March 12 and Xavier in Richmond on March 26, 1938. The initial pistol squad consisted of Joe K. Allen, Willis P. Belcher, Robert F. Blair, Richard L. Brown, Ernest G. Combs, Charles G. Eades, Roy W. Farmer, Harvey D. House, Harvey M. Noland, Durward Salisbury, Jack Weaver, Frank H. Wilcox, Jr., and Walter Henry (team captain).

The second annual ROTC inspection was held May 24, 1938. The inspecting officer was Colonel T. T. Bernar, FA, of the District Recruiting Office at Cincinnati.

In the fall of 1938, only 95 students enrolled in ROTC. Of this number twenty-two were selected for the advanced course. They were: William E. Adams, Hiram M. Brock, Jr., Richard L. Brown, F. Donovan Cooper, Edward P. Downing, Wallace G. Forbes, James

T. Hennessey, Harvey D. House, Raymond J. Hick, Albert L. McCarthy, Dale L. Morgan, Robert E. Pittman, Homer W. Ramsey, Leslie G. Roth, Durward E. Salisbury, Leonard C. Stafford, John O. Suter, Virgil W. Taylor, Coleman Whitaker, Frank H. Wilcox, Jr., Edwin A. Yelton, and Charles S. Wagers.

In October, 1938, the following cadet appointments were made: Wallace Forbes, major to command the Battalion (He had the prize winning battery for two previous years); Hiram Brock and Leonard Stafford, captains to command Batteries A and B, respectively; Homer Ramsey, 1st Lieutenant and Adjutant; Dale Morgan and Harvey House, 1st Lieutenants; and Clifford Pittman, 2nd Lieutenant. All of the above were seniors. The following appointments were juniors: Cadet Sergeants, Frank H. Wilcox, Jr., Raymond Huck, Richard L. Brown, Coleman Whitaker, Edward Downing, Durward Salisbury, Albert McCarthy, Alan Yelton, John Suter, Donovan Cooper, Virgil Taylor, James Hennessey, and William Adams.

Captain Ford, FA, was notified in 1938 that he had been selected to attend the Command and General Staff College, Fort Leavenworth, Kansas. He coached the pistol team again this year with Richard L. Brown as team captain. Holdovers from last year's team, in addition to Brown, were Frank H. Wilcox, Jr., Charles Eades and Steve Rich.

Sponsors for the units and the Military Ball were selected in January, 1938. Miss Louise Holman, sophomore, was selected as corps sponsor by members of the ROTC. She would reign as Queen of the Military Ball. Miss Lois Eich, Bellevue, Kentucky, a junior was elected sponsor of Battery A, and Miss Eula Mae Nunney, sponsor of Battery B.

Major Gallaher was designated by Major General Daniel Van Norhis, U.S. Army, Commanding General Fifth Corps Area, as the recruiting officer for enlistments in the Regular Army Reserve. In turn Major Gallaher designated Captain Ford, a Summary Court Officer, to handle applications. Applicants were to be enlisted in whatever grade they held in the Regular Army. The reservists would draw \$2. per month, payable every four months, and when ordered to active duty they would receive an additional \$3. for each month in the reserve but not to exceed \$150.

Leonard C. Stafford, chairman, announced early in the school year 1938-39 that the Military Ball would be held March 4, 1939. The music was to be furnished by Jamie Thompson. Miss Louise Holman, sponsor, was ill and missed the Military Ball. The other two attendants presided. Miss Francis Little, Queen of 1938, made the presentations.

The pistol team had shoulder-to-shoulder matches with Fort Knox regular army enlisted men and with Xavier University. Eastern's pistol team defeated Xavier 1275 to 1246. High for Eastern was Richard Brown with a score of 275.

Captain Hugh P. Adams, FA, was assigned to Eastern to replace Capt. Ford.

In April of 1939, the ROTC cadet officers were reorganized. In a special order Major Gallaher said: "All appointments heretofore are hereby revoked. The following appointments are announced effective this date: Cadet Major Leslie G. Roth; Cadet Captains, Dale L. Morgan and Harvey D. House; Cadet 1st Lieutenants, Leonard C. Stafford, Hiram Brock and Wallace Forbes; Cadet 2nd Lieutenants, Robert Pittman and Homer Ramsey; Cadet Sergeant Glen Neikirk; Cadet Corporals, John Hughes and John D. Collin; and Cadet Pfc's, Wallace Brammel, John Chappell, Walter Mayor, and Jasper Hendren."

The Annual ROTC Inspection was held on Wednesday, 24 May 1939. It included checking on training, instruction, and a battalion parade. The inspection was conducted by Major R. G. Mangum of the Louisville Ordnance Reserve Corps (ORC) unit.

The final parade of Eastern's ROTC was held Monday afternoon May 29, 1939, at 3:30 p.m. Presentation of awards and trophies for the year's achievements were made at this time. The Elks' Club Trophy, first awarded in the spring of 1937 and won at that time and in 1938 by Battery B, was presented to the best drilled battery. This was Battery A commanded by House. Other individual awards and trophies were made at this time.

In the fall of 1939 the ROTC enrollment hit a new high with a total of 180 students. This was an increase of 45 over the previous year. Of this total, 96 were freshmen. Cadet Lt. Colonel Donovan Cooper was announced as the Cadet Corps Commander.

The fourth annual Military Ball was held on Friday, April 12, 1940. In the spring of 1940 the military staff was composed of the following officers: Lt. Col. Charles W. Gallaher, PMST; Capt. Eugene M. Link, Ass't PMST, and Capt. Hugh P. Adams. The student staff consisted of the following cadets: Frank H. Wilcox, Jr., Lt. Col.; Richard L. Brown, Major; Raymond Huck, Captain; James T. Hennessey, Adjutant; Allen Zaring and Edward Gabbard, Sgts. for Colors. The Military Ball sponsor was Marian Campbell.

Eleven ROTC Cadets were commissioned upon graduation as Second Lieutenants (reserve) of Field Artillery on May 31, 1940. These were the first students to be commissioned at Eastern since the ROTC course began in the fall of 1936. They were: Richard Lee Brown, Frank Donovan Cooper, Edward Patrick Downing, William Eleana Adams, James Thomas Hennessey, Raymond J. Huck, Albert Lee McCarthy, John A. Suter, Elbert C. Whitaker, Frank Hurst Wilcox, Jr., and Virgil W. Taylor. Nine of these reserve officers entered upon active duty immediately in the U.S. Army.

The ROTC enrollment in the fall of 1940 was the largest in five years. There were between 270 and 290 men divided into three batteries, staff, color guard, and ROTC band. The cadet officers for that fall were, Lt. Col. Ed Gabbard, Major Allen Zaring, and Captains Guy Whitehead, Walter B. Mayer, James Brock, and James Stayton. First Lieutenants were Charles Perry, James Prater, John O. Rose, and Stephen W. Rich. Second Lieutenants were David

Minesinger, James W. Stocker, Prewitt Paynter, William Petty, James Williams and Hansford Farris. Miss Marie Hughes, McKee, Kentucky, was elected as Battalion Sponsor. The following were the battery sponsors: Miss Helen Hall, Paint Lick, Kentucky, Battery A, Miss Theda Dunavent, Loyall, Kentucky, Battery B, and Miss Mary Stayton, Dayton, Ohio, for Battery C.

A national organization known as Phalanx was installed at Eastern in 1940. The University of Illinois sent a team down to install the Phalanx Officers. These visitors were Alvin Mavis, National Commander; Gerald Sammons, National Lieutenant Commander of Alphae Marae. The officers and members of Eto Morae chapter at Eastern were: Zebrum S. Dickerson, Commander; Harold Hall, Lt. Commander; Dave Minesinger, Warden-Historian; and Bud Petty, Finance Officer. Other members were James Williams, Prewitt Paynter, John Tollner, Charles Floyd, Lawrence Hay, Lawrence Kelly, William Stocker, Braxton Duvall, Harold Winburn, Edward Gabbard, and James Brock. Major Hugh P. Adams acted as faculty advisor.

In April of 1941 Eastern's pistol team defeated Xavier's by 40 points in shoulder-to-shoulder match. The score was 1261 to 1221. Yeager and Paynter tied for high score with 256 points each. This was the third defeat suffered by Xavier at the hands of Eastern.

The Commander of the ROTC, Major Hugh P. Adams, was replaced by Col. John R. Starkey, who was previously at Fort Bragg, North Carolina.

The ROTC saw the Derby as guests of Churchill Downs on Saturday, May 3, 1941. The two-hundred and forty cadets and officers held the crowd in order as ushers. The Corps left the campus at 2 a.m. on Saturday, May 3, and returned at 4:30 a.m. Sunday, May 4, 1941.

Cadet Harold Hall was a delegate of Phalanx at a convention held at Omaha, Nebraska. The banquet speaker was Major General Strong, Commander Seventh Corps Area.

In the middle of April, 1941, Major Adams received orders to report to Pine Camp, N. Y. (Camp Drum). He was succeeded by Colonel John R. Starkey.

There were ten ROTC cadets who received commissions in the Organized Reserve Corps at commencement in June, 1941. Cadets receiving commissions as 2nd Lieutenants in the Field Artillery Reserve were James C. Brock, Edward Gabbard, James H. Prayer, James E. Stayton, Guy Whitehead, Walter B. Mayer, Charles E. Perry, Stephen W. Rich, John O. Rose, and Allen Zaring.

In the fall of 1941 the Military Science Department announced the following senior cadet assignments for the first semester. They were: Battalion Commander, Lt. Col. David Minesinger; Battalion Executive Officer, Major Hansford Farris; Battalion Adjutant, Captain William (Bud) Petty; Battalion Staff, 2nd Lieutenant Charles Floyd and 2nd Lieutenant Ralph Darling. The officers in Battery A were: Captain James E. Williams, Commander; Executive Officer, 1st Lieutenant Prewitt Paynter; 1st Platoon Leader, 2nd Lieu-

tenant Lawrence Hay; and 2nd Platoon Leader, Zebrum S. Dickerson; with D. T. Ferrell, Jr. as 1st Sergeant. Battery B officers were: Commanding Officer, Captain James W. Stocker; Executive Officer, 1st Lieutenant John Tollner; 1st Platoon Leader, 2nd Lieutenant Braxton Duvall; 2nd Platoon Leader, 2nd Lieutenant Harold Hall; and 1st Sergeant, Robert Yeager. Battery C officers were: Battery Commander, Capt. Kenneth W. Perry; Executive Officer, 1st Lieutenant Fred Darling; 1st Platoon Leader, 2nd Lieutenant Harold Winburn; 2nd Platoon Leader, 2nd Lieutenant Lawrence Kelly; and 1st Sergeant, Walter Kleinsteuber.

Col. Starkey, Commanding Officer of the Military Science Department, announced that twelve out of fifteen ROTC students at Summer Camp at Fort Knox, Kentucky, were given ratings of superior or excellent. The Eastern students who attended camp were Fred Darling, Braxton H. Duvall, Hansford W. Farris, Harold M. Hall, Lawrence W. Kelley, David E. Minesinger, Prewitt Paynter, Kenneth W. Perry, William C. Petty, James E. Stayton, James W. Stocker, John D. Tollner, James E. Williams, and Harold J. Winburn.

The ROTC pistol team began its fifth year of action in 1941. Members of the varsity were Charles Floyd (captain), Prewitt Paynter (treasurer), Thomas Lowe (manager), James W. Stocker, Paul A. Hounshell, William Barnett, Rodney Whitaker, Jack Walker, Robert Yeager, Roy Kidd, and Billy Mason.

The *Progress* of December 19, 1941, stated that four more ROTC men would be paid for services in the Advanced Course. They were McConnell, Williams, Haas, and Stafford. These juniors had been attending ROTC under paragraph 20 without any expense to the government.

Jimmy James band from Station WLW played for the annual Military Ball on January 16, 1942. Miss Jayne Jones was the Battalion Sponsor and was crowned queen. Miss Pauline Snyder, Miss LeManne Miller, and Miss Shirley Kimball were attendants. Hansford Farris was chairman of the Military Ball, which was held on the night of January 16, 1942. Some popular songs that were no-breaks were: "Imagination," "Tonight We Love," "I Know Why," "Stardust," "I Got It Bad," and "All The Things You Are."

In February 1942, Col. Starkey announced new rankings in a change of policy in the ROTC. Hansford W. Farris, former Major was appointed Lt. Col., replacing David Minesinger, who was made a captain; Cadet Adjutant William Petit was made Major, replacing Farris. James E. Williams, Prewitt Paynter, David E. Minesinger, and Kenneth Perry were appointed captains.

The ROTC Summer Camp to which senior members of the Advanced Corps had gone the past several years was suspended until six months after the close of the war. Secretary of War Henry L. Stimson issued the decree without explanation, late in February, 1942.

Eastern's pistol team defeated Ohio State University, Saturday, February 14, 1942, in a shoulder-to-shoulder match 1253 to 1240.

The top five men for Eastern were Floyd with 256, Paynter 253, Stocker 250, Whitaker 249, and Kidd 247. Late in March, 1942, a triangle shoulder-to-shoulder pistol match was held between Eastern, Xavier and the University of Kentucky. Eastern won with a score of 1218. Xavier had 1158 and the University of Kentucky, 1138. Capt. Reeves was coach of the team this year.

In April of 1942 Eastern's pistol team was undefeated in shoulder-to-shoulder matches with Ohio State University there; University of Kentucky and Xavier University here and there. The pistol team was composed of Houchell, Veage, Paynter, Floyd, Stocker, Petty, Mason, Barnett, Kidd, Bradley, Boyd, Wayman, Whitaker, Karr, Read, and McKennon.

Something new was added to the instruction in the Military Science Department. The innovation was in the form of a girls' pistol team. Capt. Reeves, with the assistance of Bob Yeager, began training this team on April 15, 1942. This was Eastern's first pistol team for girls. It was composed of Leona Price, LaMonne Miller, Mary Stayton, Jean Lucas, Mary Gratzner, Jean Todd, Sally Hervey, Betty Carmen, Jean Anthony, Blanche Trivette, Jackie Orr, Evelyn Hunt and Grace Waite.

The final Corps Day was held on May 29 and June 1, 1942. On May 29, 1942, at the Field Inspection, the following thirteen men received their Second Lieutenant Commissions in the Field Artillery Reserve. They were William C. Petty, James Williams, David Minesinger, Prewitt Paynter, Harold Hall, William Stocker, Hansford Farris, and Lawrence Kelly. They reported to Fort Bragg, North Carolina for active duty on June 6, 1942. The following cadets were called to active duty as 2nd Lieutenants in Field Artillery Reserve in August at completion of their college work. They were Harold Winburn, Fred Darling, Braxton Duvall, Kenneth Perry and John Tollner.

Three ROTC students, Zebrum S. Dickerson, Ralph Darling, and Charles Floyd, were not commissioned until after they completed the Summer Camp. At this time fourteen men were selected for the Advanced ROTC course beginning in the fall of 1942. They were Gail Roberts, Billy Brashear, Jack Loper, Jerry Keuper, Paul Frey, Edsel Mountz, Lawrence Carlson, Malcolm Eads, Lewis Power, Ballard J. Yelton, Argyle Lowe, Willard Kelly, Orval Sayer, and Robert Burch. Lt. Col. Westman of Fort Benjamin J. Harrison, the National Inspector for the U.S. Army, informed Col. Starkey that Eastern received excellent (highest score possible) in the annual inspection held May 29, 1942.

Individual awards made on the Final Corps Day of 1942 were as follows: Walter Heneke was Presented Field Artillery Medal as the outstanding member of the Junior Advanced Course. Robert Yeager, also a junior, won the expert gunner's medal as the highest in ROTC. Ballard Yelton won the highest rating in the first class gunnery test. Joe Hays, a freshman, won the second class artillery medal. At this same ceremony Phalanx awarded Wallace Vernon

Smith a medal as best Freshman in the Corps. The best sophomore award went to Thomas Argyle Lowe.

In June, 1942, the War Department announced that Eastern would have an Enlisted Reserve Corps for men. By joining the ERC they would get deferred active service until they finished college. In the fall of 1942 the Military Science Department named the following ROTC cadets as cadet officers for the fall quarter: Lt. Col. Wallace Heucke, Battalion Commander; Major Carl Risch, Executive Officer; Captain D. T. Ferrell, Jr. Adjutant; Staff Officers, 1st Lt. John Conner and 2nd Lt. William Downing; Battery A Commanding Officer, Paul Houchell; Executive Officer, Claude Rawlins; First Sergeant, Bill Barnett; Platoon Leaders, Mason and McConnell. The officers for Battery B were: Commanding Officer, Henry Flynn; Executive Officer, Claude Williams; 1st Sergeant, William Burger; Platoon Leaders, Thomas B. Wilson and Joe Siphers. The officers for Battery C were: Commanding Officer, Robert Yeager; Executive, Earl Stafford; 1st Sergeant, Bert Rasnack; Platoon Leaders, Walter Kleinstuber and Francis Hass.

Captain Reeves, US Army, was transferred to Fort Bragg, North Carolina. He was replaced by Lt. Guy Whitehead. Lt. Whitehead was a member of the class of '41 at Eastern and received his commission here. Thus for the first time the military staff included a graduate of Eastern's own ROTC unit.

The *Eastern Progress* of October 16, 1942, listed the four sponsors for the Military Ball to be held on November 4, 1942. They were: Battalion Sponsor, Miss Carolyn Miller; Battery A, Miss Ann Gately; Battery B, Miss Mae Fawnbush and Battery C, Miss Marjorie Crites.

Period 1943-1945

In January of 1943 the ROTC received four 105mm Howitzers to replace the four 75's on hand. Col. Starkey, PMST, said these were needed for modern warfare.

It was announced in February 1943 that the Army Enlisted Reserve Corps would be called to active duty at the end of the quarter beginning after December 31, 1942. In other words, it was expected that they would be called within two weeks after the end of the quarter, which was March 20, 1943. President W. F. O'Donnell posted a copy of the telegram indicating the Military Staff, in the spring of 1943, would consist of Colonel John R. Starkey, PMST, Captain Earl T. Noble, Assistant PMST; and Lt. Guy Whitehead, Assistant PMST. The cadet staff were Walter Heucke, Lt. Col.; Earl J. Risch, Major; D. T. Ferrell, Jr., Captain; and John Conner and Mike Downing, Lieutenants.

The *Eastern Progress* of March 16, 1943, announced that eleven Eastern ROTC students would leave soon for Fort Sill, Oklahoma. Upon completion of a thirteen week training course at Fort Sill they would be commissioned as 2nd Lieutenants in Field Artillery. They were Claude Rawlings, Earl Stafford, Paul Houchell, Roy Dawn, Blanton Wilson, Edgar Adams, Bill Buerger, Claude Williams, Robert Yeager, Francis Hass, and James Morehead. They

were the seniors who had not attended a summer camp the previous summer.

In October, 1943, ten ROTC juniors who had been called to active duty as privates in the ERC were returned to Eastern for further college training before going to Fort Sill, Oklahoma, Officer Candidate School. They were Billy Brashear, Earl Gibson, Elmer Graham, Lloyd Hudnall, Jerome Keuper, Thomas Lowe, Edsel Mountz, Louis A. Powers, Ben L. Sanders, and Gilbert Wilson. The officer Staff of the ASTP and ROTC units at Eastern at that time consisted of Col. Starkey, Capt. Noble, 1st Lt. Guy Whitehead, 1st Lt. Funchis, and 2nd Lt.'s Adler, Allen and Lund.

The Military Ball for the 1943-44 school year was held Nov. 24, 1943. About this same time Eastern received word that nine former ROTC students were commissioned at Fort Sill, Oklahoma, on November 18, 1943. They were Joe Siphers, Carl Risch, Billy Mason, Gayle McConnell, Walter Kleinsteuber, D. T. Ferrell, Henry Flynn, John Conner, and Bill E. Barnett.

The *Eastern Progress* for January 28, 1944, announced that Col. Starkey would retire on April 30, 1944, after 42 years continuous service. He entered West Point in 1901. In March, 1944, Major Robert W. Meier was assigned as his successor.

In February, 1944, the WAC (Women's Army Corps) school was discontinued, and March 9, 1944, the ASTP (The Army Specialized Training Corps) was disbanded. The latter program had begun at Eastern on September 13, 1943.

By the middle of April, 1944, word was received that Corporal Ben L. Sanders had been commissioned at Fort Sill, Oklahoma. On May 31, 1944 the *Eastern Progress* announced that Captain Noble would report to Western Reserve University, Cleveland, Ohio, for ASTP duty. He came to Eastern on August 1, 1940, and had been commanding officer of the ROTC—ASTP since April, 1944.

Period 1945-1950

In January, 1946, Eastern offered Advanced ROTC courses to eligible students. Lt. Joe Gafford of Louisville was temporarily assigned to Eastern in charge of the unit. The Advanced Course began with the January quarter (winter) of 1946, and the following February Lt. Col. John O. Taylor was assigned to Eastern as the PMST.

On April 17, 1946, the *Eastern Progress* announced that the eighth Annual Military Ball had been postponed from April 19, until April 25, 1946. This was the first Military Ball to be held at Eastern since November, 1943. The Queen was to be selected from the following sponsors: Doris Johns, Battalion; Marie Riberd, Battery A; Irene Rader, Battery B; Rosemary Bruner, Battery C; and Dorothy Eades, Basic Class.

The cadet staff for the 1945-46 school year consisted of Lt. Col. Claude Craft, Battalion Commander; Major Jay Orr, S-3; Major John Collins, Executive Officer; Captain Clifton R. Smith, Liaison Officer; Captain John Benedict, Adjutant S-1. In November, 1946, Major Frank E. Willard, PMST of the ROTC, reported 91

students enrolled in the Advanced Course. The ROTC received at this time one 155mm howitzer and two 105mm howitzers, as artillery weapons.

In January, 1947, Major Frank E. Willard appointed the following cadet officers: John Collins, Battalion Commander; Jay Orr, Battalion Executive Officers; Ted Benedict, Battalion S-3; Ward C. Hodge, Battery Commander of A Battery; and Wallace V. Smith, Battery Commander of B Battery. Later that month the ROTC announced that the Summer Camp would start in June at Fort Campbell, Kentucky. Miss Mildred Estes was elected Queen of the Military Ball held April 11, 1947.

The Final Review was held on May 24, 1947 in the Stadium. Persons receiving the review were as follows: Major Willard, PMST; Captain Higgins, Ass't PMST; President O'Donnell and Mr. C. D. Oldham, Secretary Richmond Board of Trade. The following cadets were commissioned as 2nd Lt's in the Field Artillery Reserve at this review: Robert I. Goosens, John Collins, Junior B. Orr, Ted Benedict, Denver M. Roy, Victor DeSimone, Delmos F. Freeman, Clifton R. Smith, Johnny Benedict, Charles W. Gray, Ward C. Hodge, Wilburn Cawood, James R. Masters, Burgoyne G. Moores, and C. Ted Miller.

In October, 1947, Colonel William Douglas Paschall was named Commanding Officer of the ROTC to replace Major Willard. The *Eastern Progress* for January 16, 1948, announced that the following eleven members of the Advanced ROTC received commissions as 2nd Lt. in the FA Reserve at the close of the fall quarter: William J. Aiken, Clark T. Miller, Earl R. Parker, Arlie V. Lincks, Arthur L. Seesholtz, Wilburn Cawood, Delmus F. Freeman, Raymond Parson, James L. Robinson, James F. Hampton, James R. Masters.

The ROTC held a review in the middle of December, 1947, for the eleven cadets that were commissioned. The Review was received by President O'Donnell, Col. Paschall, Major Willard and Lt. Robert H. Allen. In November, 1947, Col. Paschall stated that 87 students had enrolled in the Advanced ROTC Course. This was the largest Advanced Class of Field Artillery in the 2nd Army Area. Late in January, 1948, Col. Paschall named sixteen ROTC students as DMS's. They were G. E. Becker, Paul R. Bunton, Alfred Clark, Samuel C. Cockerham, Donald W. Calvin, Fred Edmonds, Joseph Fryz, Roy M. Greenwall, Miller L. Gregory, Jr., William F. Hacksorth, James L. Hundemer, Lemuel G. King, Everett Ray Moore, Roscoe Piganell, and Millard F. Reece.

The Annual Military Ball was held Friday, April 9, 1948, in Walnut Hall from 9 P.M. to 1 A.M. Mrs. Patria Fair Cullen, a sophomore of Liberty, Kentucky, was crowned "Eastern's Athena." She reigned from a throne that was surrounded by a display of United Nations Flags. Her attendants were: Miss Juanita Sutton, Battalion Sponsor, who was accompanied by Cadet Lt. Col. James L. Hundemer; Miss Sue Bailey, Battery A sponsor, accompanied by Cadet Major George Lem King; and Miss Rose Mary Bruner,

Battery B sponsor, accompanied by Cadet Major Ray Greenwell. The Queen was crowned by Mrs. Mildred Estes Brandenburg who reigned the previous year. The Grand March followed the coronation and was led by the queen and her escort. Music was furnished by Bob Bleidt and his fifteen piece orchestra.

In April of 1948 Col. Paschall announced that applications would be accepted for Advanced ROTC that would begin the next fall.

Eastern's ROTC received its annual inspection Tuesday May 4, 1948, by an Inspection Board from the Second Army, composed of Col. Charles S. Johnson as president and four other officers.

Early in June, 1948, Col. Paschall announced some changes in the personnel of the Military Department at Eastern. Major Willard was transferred to Fort Knox, Kentucky. Major David M. Easterday was assigned to relieve Major Willard. 1st Lt. Robert H. Allen, Jr., CAC, was transferred to Fort Knox, Kentucky, and was replaced by Major Willard L. Jones, CAC.

Eastern's ROTC unit received "Excellent" rating for the scholastic year 1947-48 on its annual inspection.

Following are the ROTC cadets that received commissions as 2nd Lt's in the Reserve on May 29, 1948: Ralph Anders, Carl F. Bassham, Gerald E. Becker, Otis Bundy, Paul R. Burton, Samuel C. Corkerham, Elmer H. Combs, Herbert W. Condor, Richard A. Cullen, Jr., Joseph DeVita, Joseph M. Fryz, Henry C. Golbert, Roy Greenwell, Lawrence Grimaldi, Duane Hayes, James L. Hundermer, Edward G. Jones, Lemuel G. King, Marcus D. Lohr, Charles B. McCollum, Everett R. Moore, Paul G. Moore, Morris C. Murphy, William W. Noland, Lewis W. Perciful, Rocco Piganell, William Pritchett, Paul V. Ramsey, Millard F. Ruce, Roy L. Robbins, Robert F. Siphers, Julius C. Sizemore, Orville E. Taylor, Richard Taylor and Luther H. Wren.

At the Review held on May 24, 1948, Cadet Lt. Col. John Collins received the ROTC medal of the Sons of the American Revolution; the Army Commendation Ribbon was awarded to John W. Carpenter; and the Bronze Star Medal and the Good Conduct Medal were awarded to Leonard D. Staley.

Sergeant Thurmond H. Bond retired in October, 1948, after twenty-one years in the Army. He had been with the ROTC unit at Eastern since 1936, except for one year at Camp Breckinridge, Kentucky. Master Sergeant Charles E. Cantley, who had come in 1946, was recalled to duty as a Captain and assigned to the 101st Airborne Division. Master Sergeant Daniel C. Thomas was recalled to active duty as a Major and also went to the 101st Airborne Division. He was on his second tour at Eastern. In December, 1948, Col. Paschall announced the following cadet officer promotions: Lt. Colonel, John W. Bussey; Majors, Archie L. Stamper, Duane Hayes, Sidney E. Ormes, and Eugene Karr. On May 6, 1949, he stated that seven ROTC students had received Regular Army Commissions. These students were: John W. Bussey, Herbert W. Condor, Duane Hayes, Lemuel King, Sidney Ormes Rocco

Pigonell and Roy A. Redmond. In January, 1949, the ROTC rifle team defeated Toledo University 1659 to 1651. The Military Ball was held on March 11, 1949, at 9:00 P.M.

The ROTC announced that thirteen students received ORC Commissions as 2nd Lt's in Field Artillery at the Summer Camp at Fort Bragg, North Carolina.

The following cadets were commissioned as 2nd Lt's Field Artillery Reserve in the summer of 1949: James C. Bevins, Ray E. Bingham, John W. Bussey, James L. Cottrell, James Franklin, Stephen Helbec, Carlos B. Hoskins, Leonard L. Helton, William B. Huber, Virgil R. Hudnall, Edwin R. Jones, Eugene C. Karr, Joseph A. Kirkpatrick, Robert S. McHargue, Rufus J. Miller, Signey E. Ormes, Jr., Neal A. Parsons, William N. Rankin, Roy A. Redmond, Charles H. Robinson, Middleton K. Ross, Enoch A. Sergeant, Archie E. Stamper and Clayton Craft.

Colonel Paschall announced that the sponsors for the ROTC for the year 1949-50 were: Battalion, Jenny Lou Eaves; Battery A, Patricia Lackey; Battery B, Jane Garriott; Battery C, Nell Wilson. He also announced the following cadet appointments: Battalion Commander, Major Glenn Million; Battery A Commander, Captain Wallace Hicks; Battery B Commander, Captain Russell Russo; and Battery C Commander, Captain G. R. Sutton.

Period 1950-1954

The annual Military Ball was held Friday, February 17, 1950, and Jane Garriott was crowned Queen.

The following cadets were commissioned as 2nd Lt's in the ORC in the spring of 1950. They were: Eugene C. Asher, Billy R. Burchett, Jack D. Billingsley, Vernon Burch, Don P. Congleton, Shelby L. Davis, Thomas M. Barner, Charles W. Gray, Wallace A. Hicks, Robert D. Ledford, Louis Manning, Glenn W. Million, George Pavlovich, Russell J. Russo, Alvis P. Rutherford, Earl Shaw, Gervis R. Sutton, Roman D. Todoran, Samuel H. Wilson and Edward L. Zoretic.

In the fall of 1950 the Cadet Officers for the ROTC were named. They were: Lt. Col. Frances Rothwell, Regimental Commander; Major George Ruschell, Executive Officer; Captain Fred Engle, Jr., Adjutant; and Captain Martin Hughes as S-2. The First Battalion Officers were: Major Roy Moores, Commander; Captain Al Rich, Executive Officer; 1st Lt. Steve Marcum, Adjutant. The Second Battalion Officers were: Major Clinton Kelton, Commander; Captain Harold Kittrell, Executive Officer; 1st Lt. Robert Turner, Adjutant. The Battery Officers were: Battery A, Captain John Darman, Commander; Battery B, Captain Tom Prichard, Commander; Battery C, Captain Robert Ruschell; and Battery D, Captain Omar Hacker.

In January of 1951 the ROTC elected the sponsors. They were: Regimental Sponsor, Miss Rachel Johnson; 1st Battalion, Peggy Hinton; 2nd Battalion, Teresita Bunag; Battery A, Pat Powers; Battery B, Janie McCord; Battery C, Martha Smith; and Battery D, Betty Ann Smith. The Military Ball was held March 9, 1951, in

Walnut Hall of the Student Union Building. Miss Rachel Johnson reigned as Queen of the Ball.

The ROTC graduation ceremonies were held in Hanger Stadium at 8 o'clock Tuesday Night, May 22, 1951. The following cadets were commissioned 2nd Lt's Field Artillery in the ORC. They were: Oscar J. Brock, Jr., Theodore M. Dunn, John D. Dorman, Alfred W. Danson, Frank D. Darling, Fred A. Engle, Jr., Omar Hacker, Martin Hughes, Jr., Charles R. Helton, Harold L. Kittrell, Jr., Thurston W. Kirby, Leroy Kinman, Fred C. Kelly, Grover L. McGowan, Roy E. Moores, David L. Rush, Francis M. Rothenell, Albert P. Rich, Jr., Robert A. Ruschell, George J. Ruschell, Robert C. Turner, Paul E. Wilson. At the end of Summer Camp in 1951 the following cadets were commissioned: Robert F. Bentley, Clinton Helton, Steve B. Marcum, James A. Perry and Joe G. White.

In October of 1951 Colonel William D. Paschall was replaced as PMST by Colonel Stuart L. Cowles.

The ROTC sponsors were elected in November, 1951. They were: Corps Sponsor, Miss Shirley Spires; 1st Battalion, Billie Jean Engles; 2nd Battalion, Helen Burke; Battery A, Jimmie Sue Bateman; Battery B, Jamie McCord; Battery C, Ann Gordon; and Battery D, Pat Powers. The Military Ball was held on Friday night March 21, 1952. Miss Shirley Spires was crowned Queen.

The ROTC graduation exercises were held in Hanger Stadium at 8 P.M. Thursday, May 22, 1952. Four of the cadets received commissions as 2nd Lt. in the Regular Army. They were Robert E. Robertson, Clarence L. Heiss, William R. Strong and Roy D. Rogers. Following are the cadets that received a 2nd Lt. Commission, Field Artillery, in the ORC: William C. Buckley, Kenneth I. Becker, William R. Burke, Edwin Branscum, Martin J. Cunningham, Jr., Virgil W. Cook, Roy A. Coy, James O. Dudding, Robert W. Ester, Brian A. Gibbs, Billy K. Gordon, Dorsey E. Harrell, George H. Hembree, Jessie C. Holbrook, Jr., Karl W. Jones, Bobby E. Jones, Harold H. Jenkins, Alton H. Kordenbrock, Jr., Alex Kolakowske, Jr., Egge E. Lexwallen, William B. Lethgo, Robert H. Mason, Elmo Martin, John H. McKinney, Thomas W. Mayer, John B. Noland, George D. Norton, William H. Park, James T. Prichard, Roy D. Rogers, Joseph L. Rich, Charles R. Richardson, Robert E. Robertson, Herbert B. Sallee, Basil E. Seale, Harry Scalos, Jr., Carlos Singleton, Jr., Robert D. Schockley, Ray H. Stocker, Guy R. Strong, William R. Strong, Elmer Tolson, Richard E. Wilson, Robert K. Wiggins and Coleman B. Witt.

The following cadet ROTC appointments were announced by Col. Cowles in October, 1952: Corps Commander, Col. Donald L. Fields; Executive Officer, Lt. Col. Robert L. Elder; Adjutant, Major William Graynolds; S-2, Captain John H. Delaney; S-3, Captain Ray J. Lindenfelzer; and S-4, Captain Michael Margaritis. First Battalion officers were: Commander, Lt. Col. Bill E. Searls, and Major Richard Whittington, Executive Officer. The Second Battalion officers were: Lt. Col. Harry Elliott, Commander, and Major Jimmy Kirby, Executive Officer.

In January, 1953, it was announced that the following cadets would receive Regular Army commissions upon graduation. These cadets were: Robert L. Elder, Harry L. Elliott, William A. Greynolds, Karl W. Jones, William H. Park, Bill E. Searls and Richard H. Whittington. James L. Kirby was commissioned as a 2nd Lt. in Field Artillery Reserve in mid-year of 1952-53.

The Military Ball for this school year was held March 27, 1953, and Patricia Rickey was crowned Queen.

Following are the ROTC cadets that were commissioned as 2nd Lt. Field Artillery, in the ORC in the spring of 1953: William E. Adams, Jack C. Bond, John H. Delaney, Jr., Robert L. Elder, Jr., Harry L. Elliott, Carl J. Eversole, John B. Flanary, Jr., Elbert B. Fraley, Gerwood B. Garavett, William A. Greynolds, Robert L. Garrett, Clarence L. Heiss, Ray J. Lindenfelser, Hubert Lovett, Micheal Margaritis, Clay P. Moore, Robert J. Pinson, Charles W. Schmitt, Billie E. Searls, Robert A. Spicer, Archie L. Ware, Jr., Richard H. Whittington, Bob R. White, and Carl E. White. Cadet Richard T. Lambert was not commissioned until mid-year 1953-54.

Colonel Haydon Y. Grubbs, a native of Boyle County, Kentucky, arrived in July, 1953 and assumed his duties as PMST. He succeeded Col. Stuart L. Cowles, who retired from service at that time.

The Military Science Department of Eastern had an enrollment of 315 cadets in the fall of 1953. Col. Grubbs, Professor of Military Science and Tactics, announced the following cadet appointments: Corps Commander, Col. Marion F. White; Corps Executive Officer, Lt. Col. Noland Y. Baldwin; First Battalion Commander, Lt. Col. James M. Caudill, Jr.; Executive Officer, Major Paul R. Rolph; Battery A. Commander, Captain Albert R. Perkins; Battery B Commander, Capt. Thomas C. Holbrook; Battery C Commander, Capt. Frank R. Nassida. The Second Battalion Commander Officer was Lt. Col. James C. Murphy; Executive Officer, Major Charles J. Ginn; Battery D Commander, Capt. Jesse L. Reed; Battery E Commander, Capt. Larry H. North; Battery F Commander, Capt. Clarence M. Noland.

Period 1954-1956

In an article in the Richmond *Daily Register* in March, 1954, President O'Donnell announced that beginning in September, 1954, the curriculum of the Military Science Department (ROTC) would be in accordance with General Military Science rather than Field Artillery. The seniors in ROTC in the fall of 1954 would continue in Field Artillery since they had received three years of training in it already. The juniors, sophomores, and freshmen would begin the GMS Program in the fall of 1954. This was the transition period from Field Artillery to GMS.

For the first time in six years the ROTC Marksmanship Trophy at stake annually in the Eastern and Western Rifle Matches, came back to hang on the walls of the Military Science Department at Eastern. Eastern led Western in both phases of the shoulder-to-shoulder match. High man for the match was Eastern's Ray G. McIntyre, who totaled 363 in the first half and 361 in the second

half. Sgt. First Class Baylis E. Patterson was the coach, and Major Robert J. McDonough the faculty advisor. The other four high Eastern marksmen were: William L. Vockery, Ira J. Begley, Ben F. Hord, and Charles E. Brown.

The ROTC held its 16th Annual Military Ball Friday night March 12, 1954, in Walnut Hall of the Student Union Building. Miss Blanche Rose McCoun reigned as Queen of the Ball. The receiving line consisted of Cadet Col. Marion F. White, Cadet Lt. Col. Noland Y. Baldwin, Miss McCoun, Col. Grubbs, Mrs. Grubbs, President O'Donnell, Mrs. O'Donnell, Lt. Col. Alden O. Hatch, Mrs. Hatch, Dean Emma Y. Case, Major McDonough and Mrs. McDonough. Music for the dance was provided by Dave Perry and his orchestra from 9 PM until 1 AM.

The Final Review and Commissioning of 25 ROTC cadets was held in Hanger Stadium at 8 PM, Wednesday May 24, 1954. In addition to the commissions, awards were presented to deserving students. Senior students who received commissions as Second Lieutenants U.S. Army Reserve were: Noland Y. Baldwin, Chester Bryant, Robert Buckley, Fallen Campbell, James Caudill, Jr., Ronald Curry, Howard Haney, Thomas Holbrook, Charles W. Miller, Robert Mulcahy, Frank Nassida, Lawrence North, Paul R. Rolph, Jr., Jack Shell, Calvin Smith, William Smith, Marion White, Stanton Young, Henry T. Doty, Charles Ginn, Fred Hendricks, Jesse McKinley, James Murphy, Harry Wilson, and Donald C. Little.

All the Juniors in ROTC attended a six-week Summer Camp in the summer of 1954 at Fort Sill, Oklahoma. Col. Grubbs, PMST of Eastern, was the Deputy Camp Commander. Lt. Col. Hatch, Ass't PMST, was the Operations and Training Officer for the Summer Camp.

Capt. Ernest H. Morgan was assigned to Eastern in August, 1954, as Assistant PMST to succeed Major Robert J. McDonough, who was transferred to the Far East Command.

Major General George W. Smythe, Second Army Deputy Commander, visited the Reserve Officer Training Corps unit at Eastern on Thursday October 7, 1954.

The following ten ROTC cadets were honored in a formal review in Hanger Stadium on the morning of October 29, 1954, by being designated as Distinguished Military Students by Colonel Grubbs. The medals were awarded by President O'Donnell. The Cadets honored were: Col. Ronald H. Smiley, Major James A. Snow, Major Jesse A. Keltner, Major Bladwin L. Brutscher, Major Glenn S. Morris, Major Harold J. Frayel, Capt. Thomas R. Howell, Capt. William R. Hensley, Capt. Robert L. Roby and Capt. Harold L. Johnson.

Veterans Day was observed in Richmond on Thursday November 11, 1954, with a ceremony on the Court House Square at 11 a.m. Brief talks were made at the ceremony by Lt. Col. Hatch and Lt. Col. N. A. Athanson, Commander of Blue Grass Ordnance Depot.

The Corps Sponsor for 1954-55 was Julianne Weidekamp. The

Battalion Sponsors were: Janice Burton, 1st Battalion, and Carlene Babb, 2nd Battalion. The Battery Sponsors were: Barbara Ball, Battery A; Doris Edwards, Battery B; Jane Elder, Battery C; Mrs. Wade Brock, Battery D; Jonny Sue Zookie, Battery E; and Betty Sue Correll, Battery F.

Seven cadets were selected for Regular Army Commissions upon graduation. They were: Baldwin L. Brutscher, James A. Snow, William R. Hensley, Thomas R. Howell, Glenn S. Morris, Robert L. Roby and Ronald A. Smiley.

The 17th annual Military Ball was held from 9 a.m. until 1 a.m. in Walnut Hall Friday, March 4, 1955. Dave Perry's Orchestra provided the music.

According to the *Eastern Progress* of March 18, 1955, a Pershing Rifle Company would be organized at Eastern during the spring semester. President O'Donnell approved Col. Grubb's recommendation for the Company.

Lt. Col. Hatch attended a pre-camp conference for the ROTC Summer Camp at Fort Sill, Oklahoma, from March 28 through April 1. This made the third Summer Camp that Col. Hatch had attended. The camp for the students was held from June 25 until August 5, 1955.

The Eastern ROTC Rifle Team won the trophy from Western for the second year in succession. SFC Ashcraft was the coach, and Capt. E. H. Morgan was the faculty advisor for the rifle team. Ira J. Begley, Jr., the team captain, was also the high man for the match with a total score of 718 out of possible 800 points. The other members of the team were: Charles E. Brown, William L. Ball, Paul R. McNees, Ernest C. Halstead, Melvin E. Northcutt, Larry Vockery, Ben F. Hord, III, Farris D. Rose and Robert S. Schneider.

Eastern's rifle team lost to Xavier 980 to 869. Although Eastern lost, Ira J. Begley (Captain) was high man with 186 out of a possible 200 points.

Lt. Col. Hatch was on tour, April 25 through May 5, 1955, inspecting college and university ROTC units in Ohio and West Virginia for their annual ROTC inspection.

The new Pershing Rifle Company R-1 initiated the "patio" with an informal dance Saturday May 7th. David Caylor's combo provided the music—in the rear of the Student Union.

Eastern's crack ROTC Drill Team appeared in a big parade, Tuesday, May 17, 1955, in Stanford, Kentucky, opening the march for a Recreation Camp to raise funds for the development of a new recreational park and playground in Stanford.

Eastern State College ROTC Seniors were presented commissions as 2nd Lieutenants in Artillery, United States Army Reserve in a special ceremony Monday, May 23, 1955. They included Gary L. Arthur, Ashland; James D. Baker, Ashland; Rudy G. Bicknell, Panola; William T. Bradford, Ashland; Baldwin L. Brutscher, Louisville; James C. Burch, Stamping Ground; James E. Caudill, West Liberty; Paul H. Clayton, North Middletown; Paul G. Collins,

Mayslick; Noel E. Cuff, Richmond; Robert L. Dezarn, College Hill; Franklin D. Elliston, Louisville; Harold J. Fraley, Sandy Hook; Bobby G. Gibbs, Lothair; Calmer C. Hayes, Crab Orchard; William R. Hensley, Richmond; Asa L. Hord, Berea; Thomas R. Howell, Loyall; Harold L. Johnson, Pikeville; Oris G. Johnson, Vallonia, Indiana; Jesse A. Keltner, Somerset; Glen S. Morris, Crab Orchard; Walker M. Park, Union City; Ernest E. Rigrish, Portsmouth, Ohio; Robert L. Roby, Shepardsville; Bobby L. Rose, Winston; Ralph M. Rutledge, Ironton, Ohio; Ronald H. Smiley, Prestonsburg; James A. Snow, Sherman, and James R. Winn, Greensburg. This was the last year for commissioning officers in Artillery to the exclusion of all other branches of the service.

Beginning in 1956 the cadets would be commissioned in almost every branch of the Army.

Col. Grubbs retired from active duty July 31, 1955 and moved to Florida to spend his retirement.

Thirty-one Eastern Junior ROTC students attended a General Military Science Camp at Fort Campbell, Kentucky, from June 25 to August 5, 1955. This was the second year that Eastern cadets had attended camp at Ft. Campbell, Kentucky. Lt. Col. Hatch was the S-3 (training officer) for the Field Artillery ROTC Summer Camp at Ft. Sill, Oklahoma, for the second year in succession. M/Sgt Dills A. Christian served as an administrative noncommissioned officer at the Transportation Corps ROTC Summer Camp at Ft. Eustis, Va. Capt. Ernest H. Morgan, SFC Paul R. Huber and SRC Victor E. Ashcraft had duties as instructor and assistant instructors for the General Military Science ROTC Summer Camp at Ft. Campbell, Kentucky. The Junior ROTC Students from 2nd Army Area attended this camp. This included the students from Eastern.

Capt. Paul E. Myers, a member of the armored branch of the Army, was assigned to Eastern as Assistant PMST in August, 1955. Capt. Myers is a graduate of the University of Illinois. He was commissioned Major, July 10, 1956.

Lt. Col. Hatch returned early from Ft. Sill in order to assume command of the ROTC unit at Eastern as the Professor of Military Science and Tactics, succeeding Col. Grubbs, who had retired. Eastern won ninth place in the overall standing of twenty-nine colleges represented at the ROTC Summer Camp at Ft. Campbell, Kentucky, in the summer of 1955. This ranking was second in Kentucky only to the University of Kentucky, which ranked second of the twenty-nine. Western and Murray ranked fifteenth and sixteenth.

Four members of Company R, 1st Regiment, Eastern's Pershing Rifles unit, attended the annual Regimental Assembly on October 1st at Ohio State University, Columbus, Ohio. The delegation from Eastern comprised David Florence, Company Commander; Hubert Ramey, S-1; Billy Carrier, S-2; and Alden E. Hatch, First Sergeant.

Twenty-five old members returned to the Pershing Rifles in the fall of 1955. The unit pledged fifty new members. The officers elected in May of 1955 held office until May 1956. They were:

Capt. David L. Florence, Commanding Officer; 1st Lt. Stanley G. Bonta, Executive Officer; 2nd Lt. Billy Carrier, S-2; 2nd Lt. William L. Vockery, S-3; 2nd Lt. Jerry E. Judy, S-4; 2nd Lt. Melvin E. Northcutt, PIO; 1st Lt. James T. Irwin, Pledge Officer; 1st Lt. Homer Ransdell, Finance Officer and Alden E. Hatch, First Sergeant.

Cadet Corps Officers for the college year 1955-56 were as follows: Colonel Ronald L. Coffman, Commanding Officer; Lt. Col. Robert S. Schneider, Executive Officer; Major Farris D. Rose, Adjutant; Capt. David R. Senn, S-2; Major Hubert D. Ramey, S-3; Capt. Thomas McElfresh, S-4; and Capt. Lowell C. Sallee, Liaison Officer. The First Battalion Officers were: Lt. Col. Robert G. Zweigart, Commanding Officer; Major Homer Ransdell, Executive Officer; Capt. Jerry E. Judy, Adjutant; Capt. Wallace R. Napier, S-2; Major David L. Florence, S-3; Capt. William R. Murphy, S-4; Company A, Capt. Jack Adams, Commanding; 1st Lt. William L. Ball, Executive Officer; Company B, Capt. Ben F. Hord, III, Commanding, 1st Lt. Ira J. Begley, Executive Officer; Company C, Capt. William H. Baldwin, Commanding, 1st Lt. Paul R. McNees, Executive Officer. The Second Battalion was composed of: Lt. Col. James T. Irwin, Commanding Officer; Major Melvin E. Northcutt, Executive Officer; Captain Robert D. McWhorter, Adjutant; 1st Lt. Charles E. Brown, Executive Officer; Company E, Capt. Donald R. Feltner, Commanding; 1st Lt. Robert A. Kolakowski, Executive Officer; Company F, Capt. Ronald G. Pellegrinon, Commanding; 1st Lt. James R. Fleenor, Executive Officer.

SFC Paul R. Huber, an assistant instructor in ROTC, left in October for the 259th Field Artillery Battalion in Gonsenheim, Germany. He had been at Eastern since September 19, 1952. He helped establish the Pershing Rifles unit at Eastern and advised the drill team for three years.

ROTC sponsors for the school year 1955-56 were elected in October, 1955. They were: Mrs. Virginia Fannin Baldwin, Ashland, Corps Sponsor; Janice Campbell, Corbin, First Battalion Sponsor; Barbara Ball, Harlan, Second Battalion Sponsor; Doris Everman, Ashland, Company A; Johnnie Sue Zookie, Fonde, Company B; Charlene Willoughy, Hazard, Company C; Betty Hurst, Stanton, Company D; Penny Scott, Somerset, Company E; Janice McClure, Whitesburg, Company F. Company R-1 Pershing Rifles Sponsor was Miss Charlene Akers, who was their first sponsor.

Sixteen ROTC Cadets were honored as Distinguished Military Students on Friday, October 28, 1955, for their demonstration of qualities of military leadership, moral character, aptitude for military service and excellence in scholastic accomplishments. They were awarded medals by Lt. Col. Hatch, PMST. Following is a list of the men honored by cadet rank: Colonel Ronald L. Coffman, Lt. Col. Robert S. Schneider, Lt. Col. Robert G. Zweigart, Lt. Col. James T. Irwin, Major Farris D. Rose, Major Hubert D. Ramey, Major Homer Ransdell, Major Melvin E. Northcutt, Major David L. Florence, Major Roger L. Alexander, Captain Jack L. Adams, Captain Ronald G. Pellegrinon, Captain David F. Senn, Captain Na-

than T. McElfresh, Captain William R. Murphy, and Captain John L. Zimmerman.

Lt. Col. Hatch, PMST, delivered the principle address at the Veterans Day Rites on Friday, November 11, 1955, on the steps of the local courthouse.

The annual conference for PMST's in Second Army Area was held at Ft. Meade, Maryland, on November 28-29, 1955. Lt. Col. Hatch, PMST, at Eastern, attended. Lt. Gen Floyd L. Parks, Second Army Commander, welcomed the conferees, who were addressed by top members of the ROTC program.

The Pershing Rifle Drill Team marched in the Inaugural parade of Governor Elect A. B. "Happy" Chandler on Tuesday, December 13, 1955, at Frankfort.

Eight cadet officers in the ROTC were notified by the Department of Army, of their acceptance for permanent appointment as commissioned officers in the Regular Army. They were: Ronald L. Coffman, Artillery; Robert S. Schneider, Artillery; Jack L. Adams, Quartermaster Corps; Ronald G. Pellegrinon, Artillery; David L. Florence, Artillery; James T. Irwin, Finance Corps; Harold J. Fraley, Infantry; and Hubert D. Ramey, Finance Corps.

Eastern Kentucky State College had one of the tallest, if not the tallest, Color Guard anywhere—twenty-six feet. The shortest member was six feet four inches tall. It was composed of: Cadet Corporals Paul B. Sears, Virgil H. Butler, Clayton Stivers, and James E. Kiser. According to Lt. Col. Hatch, Eastern's PMST, Coach Paul McBrayer already had them on Eastern's Basketball Team.

The ROTC Rifle Team won a shoulder-to-shoulder match over Xavier by three points, 1370 to 1367 in Cincinnati. High man was Robert S. Schneider with 281 points.

Lowell C. Salle was commissioned on January, 1956, 2nd Lt. Field Artillery Reserve.

In February, 1956 the Eastern ROTC Department under the guiding hand of Lt. Col. Hatch, with the approval of President O'Donnell, began formulating a plan for defending the campus. Student Corps Commander, Cadet Col. Ronald L. Coffman, and the Senior ROTC Class formulated the definite organization and method of implementing the plan in case of disaster.

The 18th Annual Military Ball was held Friday, March 9, 1956, from 9 p.m. to 1 a.m. in Walnut Hall. Virginia Baldwin was crowned "Queen Barbara" by Cadet Col. Coffman, in recognition of the Patroness Saint of Artillery, Santa Barbara.

The Eastern Riflemen had another successful year as they defeated Western for the third year in succession. Capt. Myers was the coach and Sgt. Micheal Mucio was the assistant. The high firer for the match was Team Captain Ira J. Begley, Jr. Second Army notified Eastern that its rifle team finished fourth out of 41 colleges and university rifle teams entered in the 1955 ROTC Intercollegiate and Interscholastic matches. The team was then selected to participate in the ROTC National Intercollegiate and

Interscholastic Rifles Matches held in April, 1956. The team finished sixth in this match.

The Pershing Rifles unit of Eastern recognized Lt. Col. Alden O. Hatch, PMST, and Capt. Ernest H. Morgan, Assistant PMST and Faculty Advisor, with honorary memberships. The Annual Pershing Rifles Regimental Drill Meet was held at the University of Kentucky, April 27-28. The events included Exhibition Platoon Drill, Civil War Exhibition Squads, Regular Platoon Drill, Squad Drill, Individual Drill, and a Rifle Match. Company R-1 entered all events and made a good showing but did not win any trophies. This was their first drill meet.

Eastern Kentucky State College marksmen were beaten by one point by the University of Kentucky in the second annual Kentucky Military District trophy match. Western was third and Murray fourth.

Captain Quentin L. Humberd, a native of Tennessee and graduate of the University of Tennessee, was assigned to the ROTC unit at Eastern in April, 1956, as an Assistant PMST. M. Sgt. Joseph T. Barron was assigned to the ROTC unit at Eastern in April, 1956, as an assistant instructor.

The high point in the Men's Honor Day Program, given in assembly Wednesday, May 9, 1956, was a speech "Leadership, Scholarship, Service," delivered by Lt. Col. Hatch, PMST.

The ROTC unit received its Annual Inspection by Second Army on Friday, April 27, 1956. A review of the cadet corps was held in Hanger Stadium by the inspecting officers and Dr. O'Donnell, President of Eastern.

All Juniors in ROTC attended a Six-Week Summer Camp during the summer of 1956 at Fort George G. Meade, Maryland with two weeks of field bivouac at Camp A. P. Hill, Virginia. Major Myers and Captain Morgan, together with M/Sgt. Royce, M/Sgt. Barron and Sgt. Mucio were assigned duty to this encampment. Major Myers acted as Company Commander and Captain Morgan as Company Executive Officer. Captain Humberd, M/Sgt. Christian and SFC Cantwell were assigned duty for summer encampments at Fort Sill, Oklahoma, Fort Eustis, Virginia and Fort Knox, Kentucky respectively.

Captain Morgan departed Eastern for a tour of duty in Korea during October, 1956.

Lt. Col. Edwin G. Hickman, a member of the artillery branch of the Army was assigned to Eastern as PMST in August, 1956, succeeding Lt. Col. Hatch who was transferred to Europe.

Lt. Col. Hickman, Professor of Military Science and Tactics, announced the following Cadet appointments: Regimental Commander, Col. Billy C. Carrier; Regimental Executive Officer, Lt. Col. Herbert F. Prewitt; First Battalion Commander, Lt. Col. Robert S. Creekmore; First Battalion Executive Officer, Major Thomas M. Bertram; Second Battalion Commander, Lt. Col. William L. Vockery; Second Battalion Executive Officer, Major Walter Banyas; Third Battalion Commander, Lt. Col. Stanley G. Bonta;

Third Battalion Executive Officer, Major James C. Osborne; Company A Commander, Captain Wendell L. Sanders; Company B Commander, Captain George F. Griffin; Company C Commander, Captain Jeffrey D. Brock; Company D Commander, Captain Edwin G. Smith; Company E Commander, Captain Donald P. King; Company F Commander, Captain Donald R. Thomas; Company G Commander, Captain Thomas D. Schulte; Company H Commander, Captain Jack H. Holbrook; Company I Commander, Captain Gerald A. Boyd.

For the first time at Eastern, a military band was organized—composed entirely of ROTC Cadets. Cadet Major Johnny B. Tweddell was appointed Commander of the band.

A new record enrollment in Military Science was established at the fall registration 1956 with a total of 333 students enrolling in the Corps of Cadets.

Additional information on the careers of the graduates of Eastern who were commissioned in the United States Army may be found in the EASTERN ALUMNI DIRECTORY, published in February, 1957. This concludes, therefore, the first five decades of progress for Eastern, the last two of which have been enlivened by the United States Army Reserve Officer Training Corps.



1956 RIFLE TEAM 1957

W. L. Vockery, Captain; S. Owens, Executive Officer; R. Bohanon; J. D. Brock; C. R. Byrd; D. Cleaver; S. Deacon; B. L. Evans; C. G. Fields; H. C. Gabbard; M. F. Gondolfo; H. T. Hollin; J. P. Hughes; H. Ison; J. E. Ison; B. G. Jett; E. Matthis; T. C. Metcalf; K. D. Moore; R. E. Rambo; J. D. Turley; D. Turpin; W. T. Vicars.



Eastern's First R O T C Staff

Front Row: T/Sgt Bentley, Capt Ford, Major Gallaher, Capt Link, S/Sgt Wilsade. Back Row: Pfc's Wilson, Williams, Vernon, Thomas and Davis



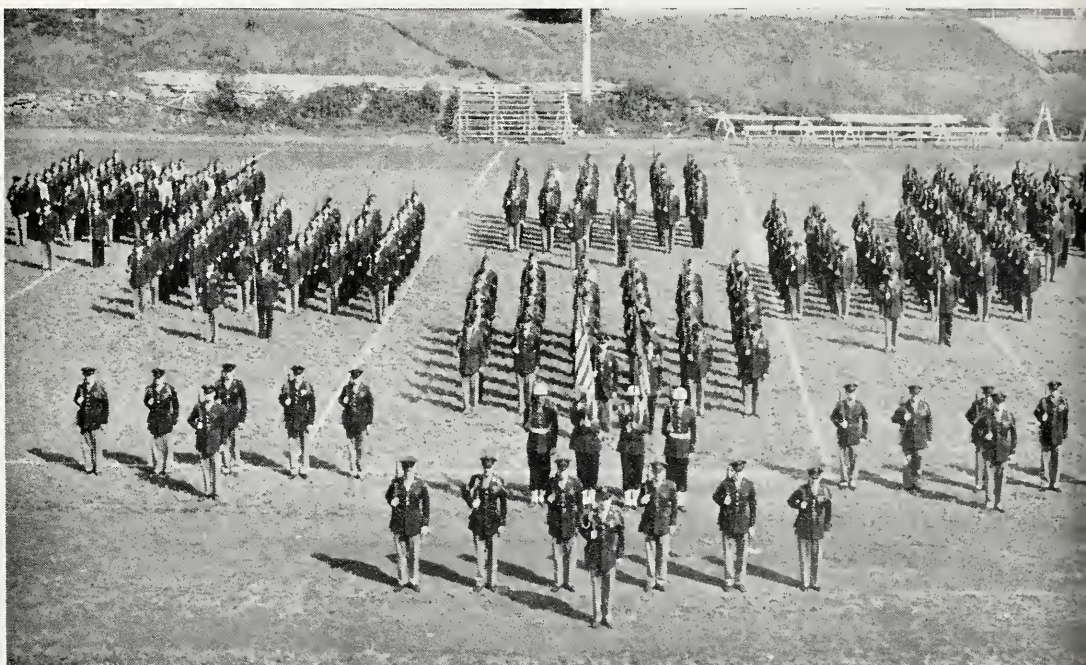
The R O T C Staff of 1955

Front Row: Major Myers, Lt Col Hatch, Capt Morgan. Back Row: M/Sgts Christian, Royce, Sublousky, SFC Cantwell, Sgt Mucio

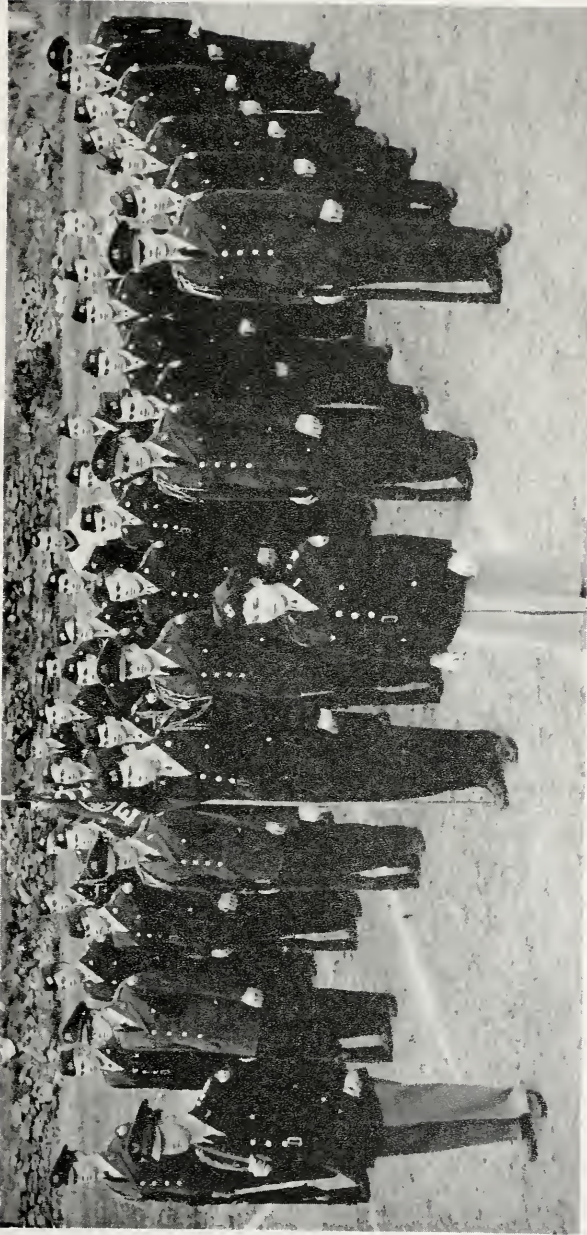


The R O T C Staff of 1957

Front Row: Major Myers, Lt. Col. Hickman, Capt. Humbert. Back Row: SFC Cantwell, M/Sgts Sublousky, Royce, and Johnson, Sgt Mucio



The R O T C on Review.



COMPANY E: Don King, Company Commander; Phyllis Martin, Company Sponsor; Knight; Martin; Hughes; Moore; Layton; Sears; Kennedy; Moreland; Mills; Cleaver; Parrish; Creech; Stout; Sampson; Tudor; Jump; Cleve; Peyton; Lykins; Tomlinson; Ward; Turley; Martin; Coleman; Rice; Creech; Polly; Pace; Mayfield; Mink; Hays; Rolf; Deaton; Richardson; Nicholson; Wallace; Griffey; Roy; Stamper; Durbin; Thompson; Kelley; Weddle; Zimmerman; Henderson; Thomas; Edwards; Alexander; Bray.

CHAPTER XIV

THE WAR YEARS

By William L. Keene

Three times in its fifty years of growth toward maturity from normal school to college, Eastern, like other institutions of the commonwealth and nation, has felt the sharp impact of war. Its achievement has unquestionably been shaped in part by this harsh experience.

WORLD WAR I

Eastern Kentucky State Normal School was in its eleventh year when war came to the United States in April, 1917. At that time, 587 students were enrolled in the school. The catalog of the year records a teaching staff of thirty-two.

The immediate effect on the school of the declaration of war was probably much the same as on similar groups throughout the nation. To one who remembers how it was on another campus it is easy to assume that the prevailing mood was at first a shock of surprise and near incredulity, and then a swift up-surge of patriotic fervor that would increase in the months to come.

There were probably a few immediate enlistments for military service. But there seem not to have been extensive departures from the campus at once, either to the armed forces or to what was popularly called at the time the "army of the furrows"—that is, to the farms to boost food production for anticipated needs of the nation's new allies and the armies soon to be raised.

However, a considerable drop in summer term enrollment two months later suggests that many a country boy was staying away from school to become a good soldier of the plow while waiting for his Selective Service registration in June and his subsequent draft call in September or thereafter.

The 1917 summer enrollment, as compared with that of the previous summer, was down 37 per cent, or a drop from 510 to 360. It was still 360 a year later. By 1919 it had risen to 412. By the summer of 1920 it was 576.

Fall enrollments, though smaller than those of summer, followed a similar curve of decline and ascent. The three successive September enrollments beginning with that of 1916, numbered 244, 167, and 179, respectively. The virulent influenza epidemic that swept the nation in the fall of 1918 further reduced the student group below 100 and curtailed campus activities. By September of 1919, enrollment had returned substantially to normal.

It may be supposed that the campus personnel shared fully the anxiety and devotion of the general public through the years of war, and participated as individuals and citizens in the many kinds of civilian war-related effort that the time required. But there appears to have been little, if any, organized campus effort in this direction.

There was some participation by faculty members in the so-called "three-minute-speech" campaign in the summer of 1917, but the amount is uncertain. Professor Charles A. Keith has recalled making such talks on occasion. There is record of his addressing a Paintsville, Kentucky, audience in the summer of 1917 on "Why Did the Nations Fight?" He also made speeches in Lincoln County on "Patriotic Week" the same summer.

There were a number of admonitions in the Normal School publications for people not in uniform "to do their bit" in some of the many big and little ways available. There were appeals for assistance to the Red Cross and the YMCA, and frequent emphasis on the patriotic duty of producing and conserving food.

As the war advanced, the emotions and convictions prevalent in the nation at large were reflected, as one would expect, on the campus. A statement by President T. J. Coates in the *Eastern Kentucky Review* in the winter of 1918 declares: "The world is afire! It is now our war. The world cannot be safe for democracy as long as powerful autocratic nations exist. . . . Germany . . . in a time of profound peace, let slip the dogs of war. . . . England, France, and Belgium are holding the barbarians until . . . America can come to the rescue. . . . America is coming . . . the world of democracy expects every Kentuckian to do his duty."

Of some bearing on the ideological aspects of the war was a symposium of "Some Brief Opinions" on the "justice of the fighting" and "the nature of a just peace," by seven members of the faculty in the 1918 issue of the *Review*.

Concern was also expressed for the effect of the war on schools and the values that schools represent. A *Review* editorial in the fall of 1917, entitled "How the War is Affecting Our Schools," notes that young women were replacing men teachers who had gone to war. It emphasizes the new war-taught importance of technical training, the study of European history, a concept of geography which recognizes that "the Atlantic no longer divides us," and a broader patriotism "if war clouds are no more to darken the world's horizon."

The following summer, teacher training was stressed at a patriotic necessity for a "world changing with kaleidoscopic rapidity." Courses and lectures were offered to meet new needs, including the "biggest problem before the nation, how to rebuild the country after the war."

There seems to have been little change in the teaching staff, either in number or in personnel, because of the war. There were a few resignations and replacements or additions, apparently for the same reasons that apply in peace time. Two names of teachers of

military age appearing in the 1917-18 catalog are not found in later catalogs. One of these, Charles H. Moore, principal of Model High School, had "answered his country's call" sometime before the late autumn of 1918. The other was William H. Comstock.

How many of the young men who were students on the campus when war began were subsequently a part of the armed forces is not known. The 1918 autumn number of the *Eastern Kentucky Review* was dedicated to "Our Boys Over There," who were said to be numbered by "hundreds." Several letters from men overseas were printed. One of these was from Corporal Earl C. McDougle, son of Dr. E. C. McDougle, dean of the Normal School. Young McDougle had been the first student of the school to enlist after war was declared. His letter, which suggests his recent arrival in England, is addressed from "The Nameless Land." It is dated October 19.

In this edition of the *Review* also, under the title of "Our Honored Dead," three names of war casualties are included. One of these was Eugene Washburn Roark, son of former President and Mrs. Ruric Nevel Roark of the Normal School. His death was due to pneumonia and occurred October 17. Another listed was Corporal Patrick Hall, who was killed in action in France, October 12. The third was Lee Shearer, United States Marine Corps, killed in the summer wheatfields of France at the historic battle of Chateau-Thierry, July, 1918. Young Shearer is accorded warm praise by the writer of the *Review* as having been an excellent and popular young man, president of the YMCA and editor of *The Student*. A retired teacher still on the campus in 1957, remembered Lee Shearer and his honored place in the little world of that time, after forty years had passed.

There may have been other casualties among the young men who went out from the campus of the Eastern Kentucky State Normal School in what was so hopefully called then—and so sadly or cynically called later—a "war to end wars" and "to make the world safe for democracy." But these were the only names discovered by the writer of this chapter. And with their names, this part of the story of Eastern and the war years may very well end.

WORLD WAR II

Unlike the sudden impact of the first world conflict, the menacing shadow of the second world war approached slowly. Whether its beginning was in Manchuria, Ethiopia, the Rhineland, or Munich, people everywhere saw it coming. Whether they saw it with disbelief or dread, agonized fascination, or other emotion as their training or temperament dictated—they saw it. And for years before the invasion of Poland on September 1, 1939, the headlines and newscasts were dark with foreboding.

Before Pearl Harbor

In the early afternoon of a September day in 1938, a radio set was placed in Brock Auditorium that students and others interested might hear a special program. From the radio, a voice filled

the auditorium and spread into the halls. It was a harsh, wildly declaiming German voice. In the background of the harangue rose a steady rhythmic beat of young male voices chanting "Sieg Heil! Sieg Heil! Sieg Heil!" The voice was Adolph Hitler's, and the fanatical "Hail, Victory" chant came from his young Nazi followers at the fearsome annual torch-light celebration at Nuremburg. The immediate object of this orgy of hate was Czechoslovakia, a few miles away, awaiting its turn at the block. A few days later came "Munich."

As the one o'clock whistle sounded for classes, a young man destined to be a naval pilot in the war to come, emerged from the auditorium with the single quiet comment, "I have been listening to a crazy man in there." Many others must have had similar thoughts that afternoon. At least some of the students of the College were now aware, if they had not been before, that madness was loose in their world. That awareness and its implications would grow in student consciousness in the months and years ahead. Some of it would be reflected in the campus newspaper, the *Eastern Progress*.

A student shared the platform in Brock Auditorium for the first assembly in September, 1940, to extend greetings to the 1156 students assembled for the new school year. A news report of the occasion suggests a note of urgency and prophecy in the greeting: "This year's work will be more important in view of war conditions and the future bearing of such conditions on all students."

An editorial in the *Progress* of September 27 defends the principle of the Selective Service Act recently passed after painful and soul-searching debate in Congress. The editorial recognizes the right of anyone to "oppose conscription as tyrannical, dictatorial and unnecessary," but, the debate being ended, declares it the duty of all to accept a law so clearly a national choice in a day of "tottering nations and shaky institutions . . . and the maelstrom that is rushing upon us."

Another editorial, a month later, entitled "False Optimism," decried "patriotism commercialized in a rash of cheap pins, bangles, and slogans," but insisted that under the "surface of show and petty sham, there exists a deep, if belated, love for country, loyalty, devotion, not blind to a nation's faults but with eyes now open to its virtues."

On April 27, 1941, under the title of "The Crisis," an editorial notes that "outside the academic world, men's souls are on fire," but that there is little change in college routine. It argues that "back corners of the mind are conscious of great catastrophes impending, and that no one can live today without being agitated by the enormity of events shaking the world to pieces." There follows a defense of youth against charges of "softness." A call is made for more assembly addresses on the war.

With the beginning of the 1941-42 school year, an increase in comment on the war is noted in the *Progress*. A front-page column entitled "Ramblings by Rawlings" is especially war conscious. This

column raises the question on September 26 as to whether "Britain is dragging its feet on Russian aid." On November 7 it notes the perplexity of 20-year-old youths, reared in an atmosphere of security and taught to hate war, and now required to face insecurity and to learn that war is inevitable.

The first shock of "Pearl Harbor" is not immediately reflected in the campus newspaper, since its next publication date was almost two weeks later. But a front-page editorial of December 19 reflects a sequence of emotional reactions, ranging from an initial numbness, through sharp awareness, to a firm purpose and a vigorous call for dedication to victory effort. "The war must be won," the editorial declares, "and its results so administered as to effect justice and good-will, not hatred and desire for revenge."

As the years passed, this type of comment grew stronger in the *Progress*—insistence that out of war should come a new spirit and new values worthy of the agony endured.

Enrollment Changes

Student enrollment is probably the most sensitive visible index to the effect of war on a college. Eastern's enrollment curve through the war years followed a V-shaped dip and subsequent rise not unlike the "V-for-victory" sign current at the time.

There were 1156 students on the campus in September, 1940. On the next three successive Septembers the numbers of civilian students were 981, 692, and 270. The last number represents a 77 per cent decline from the pre-war level. Fewer than one-fifth of these were men. This severe drop was cushioned for a time by the presence on the campus of 600 trainees of the Women's Auxiliary Training Corps for almost a year beginning in the spring of 1943, and of 300 men of the Army Specialized Training Program for almost six months beginning the next September.

After the military personnel left the campus in the spring of 1944, civilian enrollment began to rise slowly. In September of 1945 there were 453 students on the campus, including 123 men. The following January there were 582. The spring quarter, beginning in March, numbered 767. By October of 1946, enrollment stood at 1095, or at 94 per cent of the 1940 level. Of these, 699 were men, a striking evidence of the swift return of veterans, who numbered 555, or more than 55 per cent of the total.

This return of veterans, destined to become a considerable stream in the post-war flood of college enrollment, had begun as a trickle two years before. In the fall of 1944, seven months before V. E. Day and ten before the end of fighting in the Pacific, the *Eastern Progress* had carried an item whimsically headlined "G. I. Joe Back to School at Eastern." Three men who had been over-seas in uniform had returned to resume their studies. A year later the number had risen to thirty-one. The winter of 1946 enrolled 140 veterans, or 22 per cent of the total enrollment.

By this time arrangements had been made by the College for war-surplus prefabricated housing for veterans. And so a new

era in housing, with the many as yet unanticipated social, economic, and scholastic changes destined to result in part from this inconspicuous innovation, was begun.

Among these changes would be a very great rise in the number of married men and of married couples attending college, from their small houses in Veterans Village or from apartments in the several temporary barracks on the campus. With this innovation would come emphasis on earlier marriages; the acceptance of the married status of students as commonplace; the presence of small children, infants in arms, the newly born, and the soon-to-be born around the College as a normal and rather appealing standard feature of the campus scene. Possibly symbolic of this change to come, or a pleasing illustration of its manifestation, is the example of a young couple enrolled in classes who were said to meet halfway between classrooms and village during class intermissions, to exchange the baby from the arms of the parent going to class to the arms of the one going home.

But all of that, in the grim early war years, was still very much within the seeds of time, unthought of and unimagined.

Military Personnel Enrolled

An announcement appeared on the campus in February of 1943 that women enlistees of the Women's Auxiliary Corps (soon to be known as the WAC) would train at Eastern. The first contingent was a headquarters staff of forty, including fourteen WAC officers, commanded by Colonel W. H. Hammond, United States Army. Burnam Hall was evacuated by regular students and turned over to the new-comers.

March 19 was set for the opening of WAC training, with the arrival of the first 300 trainees. Another 300 was scheduled to come April 1. From this time until March, a year later, the WAC training continued, with the graduation of a contingent every three weeks at first, then every four weeks, and the coming of another 300 to replace the graduates. Eleven classes were graduated.

During their stay, the presence of women in uniform and Oveta Culp Hobby caps marching to and from classes, to meals, and to other formations became familiar. Their presence on the playing field behind the Library, which had become a parade ground for drill or for flag lowering or retreat at late afternoon, was also a familiar and not unimpressive routine.

The WAC program closed February 9, 1944, almost ten months from the date of its beginning.

In September, 1943, 300 men of the Army Student Training Program arrived for pre-engineering instruction, in a program expected to continue for thirty six weeks. These men were housed in the men's dormitories of Beckham, McCreary, and Miller. The program was abruptly terminated near the end of the winter quarter, March 4, 1944. Urgent need for more infantrymen for over-seas duty was rumored to be the reason for the sudden ending of the experiment.

Many of these young men, who had themselves been college students in their several home states very recently, easily identified themselves with the life or their "adopted" College. A number of them were at times guests in the homes of faculty members. Their fortunes were followed by friends they had formed on the campus and by the friendly interest of the Alumni communication service, which made them, in effect, for the months to come, a part of the Eastern soldier family. Several returned after the war to renew acquaintance or continued by correspondence friendships that had begun here.

With the entraining of 300 men in uniform from the campus in the early pre-dawn of a morning less than a month after the termination of the WAC program, a stillness, not before experienced, descended upon the campus. The fourteen members of the regular teaching staff who had assisted with the instruction of these men now found themselves with only one or two small classes, and hardly a male student, for the remainder of the term. But the spring quarter was about to begin, and with it came 372 students, including 100 men, and the return of a civilian pattern to class organization and instruction.

It is appropriate to record that the Reserve Officers Training Corps was an important part of the life and training program of the college during these years, and the departure of the ROTC units from the campus in the spring and summer of 1943 was clearly connected with the low enrollment for the fall that followed. But since this military organization, its personnel, training and war service are the subject of a separate chapter, no further reference to its place in the College war relation will be included here.

War Service of Faculty Members

Before the first anniversary of Pearl Harbor Day, eleven members of the faculty had left the campus for military service or war-related work. A twelfth departed soon after, and later a thirteenth. Some of these men were retained in the United States for instructional or administrative work or for other assignments requiring non-military specialization. Others saw combat duty in the war theaters. One was killed by accident while returning on leave for illness. Six returned to their places after the war. The other six accepted positions elsewhere on leaving military service. The roster of these men is as follows: Jack Allen, Sam Beckley, Cyril Hager, George Hembree, Max Houtchens, Harold T. Glover, Emerson Jenkins, R. R. Richards, Harold Rigby, Dean Rumbold, Thomas J. Stone, Ralph Whalin, J. D. Coates.

After the war, two members of the faculty served as instructors under the Troop Information and Educational program of the Army of Occupation in Europe. Miss Edith Ford, of the commerce department, was an instructor in Germany for two years. Professor James E. Van Peursem, head of the Music Department, was stationed for a year at the American University at Biarritz, France.

Some war related demands were made on members of the staff remaining on the campus. In January of 1942, T. E. McDonough, head of the physical education department, was named director of physical fitness for Kentucky under the Civilian Defense Act. In September Dr. J. D. Farris, campus physician, was called to Washington for two weeks to help prepare a physical fitness manual for the military service. In October, Dean W. C. Jones represented the College at the General Staff at Ft. Leavenworth, in a four-weeks orientation course in army organization and procedures, as a part of the effort of military authority to acquaint civilian leaders, and through them the public, with military problems.

Aside from a few resignations and the dozen or more leaves of absence granted, few changes were made in the teaching staff during the war. A few instructors were added, especially in science, during the period of the Army Student Training Program. But most of the non-military classes of these trainees were taught by regular faculty members. The training of the Women's Auxiliary Training Corps units was entirely by military personnel.

Campus Life Goes On

In spite of a collective concern with the inescapable burden of war, as expressed in the student newspaper and elsewhere, and individual worries expressed or nursed in secret by students who had many near friends and relatives in the combat theaters, the general tenor of life on the campus was surprisingly normal through the war years—such is the adaptability of people always to change. Perhaps one may say that after the first shock of war, the abnormal gradually came to seem normal.

At any rate, there were liveliness and laughter, as there had been before and as there would be thereafter. Studies continued—and recreation, entertainment, and social life, all kept within the lean limitations of wartime restrictions. There was some measure of dating, where opportunity offered. But an enlarged picture of a young man in uniform on a dresser, or a miniature picture more closely protected, together with letters from far away, and the preoccupation with making a “buddy bag” for the person represented by the picture, served as a not impossible substitute for an actual presence.

There were sad faces occasionally in classrooms that bespoke anxiety or tragedy. But there was more brightness than shadow. And with victories increasing as the war went on, something of the heady enthusiasm that goes with winning was noticeably present. Years later, one who remembered vividly the day that the news of the Normandy invasion was reported on the campus was able to recall animated and excited faces more easily than anxious ones.

There was a small amount of war-related activity on the campus. A Red Cross chapter is mentioned in the *Eastern Progress* in the summer of 1945, and its sponsorship of a nursing course. On

one occasion College girls joined with the girls in town to entertain soldiers from Fort Knox. In the spring of 1942, thirteen girls formed a pistol team, the results of which are not recorded. Profits for the senior ball in May of 1942 were donated for the purchase of war bonds. A newspaper comment at the time notes among the girls a "constant parade of knitting bags."

The College annual, *The Milestone*, discontinued publication for the two years of 1944 and 1945. The name of the *Eastern Progress* was changed for a few issues in the winter of 1944 to the *Eastern Progress and Engineer*, as a gesture of recognition of the presence pre-engineer trainees in uniform on the campus.

The *Alumni News Bulletin*, a four-page leaflet, was merged with the *Progress* in 1943, to continue so to the war's end, at which time it became a section of the *Progress*, to continue so thereafter. Throughout the war, the *Bulletin*, in its original form as a separate publication and later as a section of the campus newspaper, reported extensively the news of students in the war services, in space sometimes running to a full fourth of the paper.

College football, which had been maintained during the first autumn of the war, 1942, was discontinued for the next two years. Basketball was cancelled for the 1943-44 season.

The office of the Alumni Secretary on the campus was active throughout the war in maintaining contacts between the College and its former students in uniform and providing something of a clearing house for communications among these far-scattered people. A group of girls on the campus, calling themselves the Eastern Service Organization, volunteered their assistance to the Alumni Office for mailing out newspapers, writing letters to persons in uniform, and performing other duties incident to the Alumni communication service.

As the years of war went on, teachers went to classes, generally small, largely of girls, with acute awareness of empty seats and the faces of those who had so recently occupied them. Visits to the campus of men in uniform were not uncommon. It was not unusual for a teacher to turn from his desk at the close of a class hour to find a man in uniform standing, waiting, perhaps be-medaled, more mature than he had been known, but smiling with obvious pleasure at finding the quiet charm of a place which he had remembered with affection so little changed.

The Many Who Went

It is a matter of regret that this chapter cannot give individual accounts of all the sons and daughters of the College who gave some form of military service during these years. Their biographies in brief, the thoughts and hopes with which they accepted their obligations, the particular service of each to the final outcome of the great struggle—these might properly be related. But such is beyond the possibilities of the present task. The information for such an assignment, where it exists at all, is hidden away in old

letters and newspaper clippings in a thousand homes and communities, and in the fading recollections of all of those who knew them and remember.

Many such letters came to the campus throughout the years of war. Assembled as a connected story they would present an impressive record of heroism beyond the call of duty, citations for merit, accounts of battle wounds and prisons, participation in famed and strategic encounters, lonely assignments of waiting in isolated outposts, and at least one instance of that classic of wartime endurance-and-hope-deferred, known to both fiction and reality—the ordeal of days or weeks on a life raft in mid-ocean, hoping against hope for the day of possible rescue. These, in the main, are the stories of men who would one day come home, to resume the orderly ways of civilian life and achievement, or who would remain in uniform beyond the war, often to go to impressive military rank and position.

“The Face of Death”

But basically, as the distinguished Secretary of War at the time well said, “The face of war is the face of death.” Too often newspaper accounts or messages came to announce as missing or killed in action someone well known on the campus.

The first such war-office telegram to strike the campus with this solemn reminder was the message of September 13, 1942, that Lt. (j.g.) Donald Hugh Dorris, the son of Dr. J. T. Dorris of the College faculty, was missing in action. There was later confirmation of his death. Lt. Dorris was an officer on the cruiser *Vincennes*. Having enlisted (1940) in the Navy before the war began, he had participated in early sea engagements, including the memorable and decisive Battle of Midway. His ship was sunk in a desperate engagement in the Guadalcanal area on the early morning of August 9, 1942.

Another young man, who was also a child of the campus in a very special sense, was Dr. Thomas Farris, who was killed while caring for the wounded as a captain in the Medical Corps near the town of St. Lo, in Normandy, a few weeks after the invasion of France in June, 1944. Captain Farris had entered the campus Training School in the third grade, completed his college work with high honors at the age of twenty, and entered the Vanderbilt University Medical School the same year. He was the son of Dr. J. D. Farris, College physician at Eastern from 1928 to 1943.

There were other names listed, from time to time, of men missing or killed in action who were as well known to some members of the college staff as were the two already named—and many times, in actions that were as poignantly and inspiringly heroic. Each of these became then, in the days that followed, to the ones who had known him best, a face kept in mind and honored in remembrance. Lines from a poem read at one of the memorial services on the

campus during this time well expressed a current emotional reaction to the recurrent messages of death.

We see them as we knew them living — see
Their faces wistful, eager, gay, profound.
Their voices linger with us like the sound
Of vanished music held in memory.

Their names live on among us; still we hear
Them spoken softly in the quiet day;
And deep beneath the many things we say
Insistently they linger in the ear.¹

The total list of war-related fatalities of the graduates and former students of the College was printed in the *Eastern Progress* in October, 1946. The list, including the name of one faculty member, numbered fifty-four names.

Many of the men represented on this roll of honor had seen vital and often distinguished service in the many theaters of war from Europe to southeast Asia. They represented all branches of combat forces. A preponderant number were members of the air commands. Two were paratroopers. The incomplete record of their places of final action includes such names as Germany, France, the Mediterranean, Yugoslavia, the USS aircraft carrier Essex, the western Pacific, Hollandia in New Guinea, Burma, and Luzon.

As printed in the *Progress*, these names are as follows:

ROLL

Died in the Service of Their Country

GRADUATES

Russell McKee Childs
Donald Hugh Dorris
Jacob Thomas Farris
William Chealis Hammonds
James Harold Porter
Z. T. Rice, Jr.
James S. Rodgers, Jr.
Everett Eugene Snider

FORMER COLLEGE STUDENTS

Jesse C. Booth	Thomas Earl Moberly
Donald R. Cawood	Cyrus Curtiss Parks
Mack T. Childers	Robert R. Pigman
Orlie Collis Combs	Ormond E. Powell
William Patton Cornell	James K. Purdon
Lee Cox, Jr.	Clarence R. Rice
Morton Cundiff	Donald O. Richardson
Ralph Martin Duffie	Leslie G. Roth
Kelly Fields	Arnold Kendrick Roy
John S. Foote	Orval V. Sawyer

¹ From "Our Unreturning," by W. L. Keene; printed in somewhat different forms in the *Milestone*, 1943, the *Eastern Progress*, December 13, 1944, and October 22, 1946, and in *A Log of the Vincennes*, by Lt. Donald Hugh Dorris and others, edited and supplemented by Dr. J. T. Dorris and published in 1947.

Paul C. Franklin
 Joseph Greenwell
 James Greenwell
 James E. Gott
 Donald A. Grollig
 Cecil M. Hall
 William Offard Herndon
 Dorrell James Holcomb
 George T. Innings
 George E. Jones
 Venard B. Jones
 James Glyndon Masters
 James E. Menifee

Elmer Sharpe
 James Louis Sizemore
 Bert J. Smith
 James D. Stevens
 Edwin Forrest Tarter
 Edward Walker
 James L. White
 Alfred P. Wilson
 George R. Wilson
 Harry B. Wilson, Jr.
 Clarence M. Wright
 Alan Yelton

FACULTY

George N. Hembree

Three additional names, not included in the preceding list but worthy to be added, are the names of three men who were graduates of the campus high school but had not enrolled in the College. These were Barnette DeJarnette, George W. Gentry, and Allen Perry Moberly.

In Memoriam

The first memorial service on the campus in honor of men lost in war was held in memory of Lt. Donald Hugh Dorris in Walnut Hall of the Student Union Building, September 27, 1942. Speakers of this occasion were the president of Eastern, Wm. F. O'Donnell; a former president of the College, Dr. Herman Lee Donovan, at that time president of the University of Kentucky; and the Reverend W. T. Beeler, minister of the First Methodist Church of Richmond.

In his tribute to Lt. Dorris, Dr. Donovan read from a letter that he had received from this young officer, who before his enlistment had been a student at the university (M.A., 1939). A few lines from that letter are given here, with the thought in mind that these lines may well have expressed not only the convictions of one young man at war, but also the earnest concern of hundreds of others in similar positions of danger, brought face to face with the realities of their commitments. These lines follow:

. . . Whatever the final military results of the wars now raging which may eventually engulf the entire world . . . the social and economic problems arising therefrom will be of an importance and complexity never before contemplated by civilized man. World-wide anarchy can easily be the result of non-effectual leadership by the statesmen of the world . . .

If an intelligent knowledge of the democratic system exists, if a love and belief in the principles upon which our government was founded is an ever-growing flame in the hearts of Americans, civilization will not decay and die but will reach new heights from the ashes of the present world holocaust . . .²

² This letter, congratulating Dr. Donovan on his becoming president of the University of Kentucky, was written at sea aboard the Vincennes, July 1, 1941. It is published in full in *A Log of the Vincennes*, pp. 79-80.

There was a memorial service in Brock Auditorium at assembly hour on December 6, 1944, to honor all of those then known to have been lost or reported missing or to be prisoners of war. Music of the organ, violin, and harp were presented by Miss Marie McPherson, Miss Brown E. Telford, and Miss Mariette Simpson. The invocation was given by P. M. Grise. The Madrigal Club gave two selections, with Jean Harrison, Elizabeth Plessinger, Dorothy Curtis, and LeFaun Maggard as soloists. A poem entitled "Our Unreturning," was read by W. L. Keene. The speaker of the occasion was President Wm. F. O'Donnell, who spoke from the title "A Tribute To Youth." He said, in part:

These young men shall not have spent themselves in vain if we accept their cause as our own and add their strength and devotion to our strength and devotion.

Out of this struggle should come a great America to lead and bless the world . . . We must see to it that peace which our young have bought shall be made as secure and permanent as American leadership and good will, and military might can make it.

These young men have proved that they had reserves of patriotism, fortitude and courage beyond their elders. They have shown that the unifying and driving force of a great cause is more dynamic even than the love of life.³

A final memorial service for the remembered dead was held under the auspices of the Alumni Association the early Sunday morning of October 6, 1946, a year after the end of the war, as a culmination of the events of Homecoming Week.

On this occasion President O'Donnell presided. An organ prelude, "My Heart Is Filled with Longing," was played by Miss Brown E. Telford. The invocation was offered by William J. Stocker. "Meditation," by Bach-Gounod, was presented by Miss Telford at the harp, Miss Simpson with the violin, and Miss McPherson at the organ. The memorial address, entitled "As We Remember Them," was given by W. L. Keene. Thomas Bonney sang "The Recessional." The benediction was pronounced by John Edgar McConnell, president of the Alumni Association. Parents of the men honored were special guests of the College for the day.

The following paragraphs from the memorial address seem to have special relevance to the present narrative:

We meet today, and people all over the nation meet on days like this, that the men we knew and loved and honored may not lie forgotten so far from home. Lest we forget, we have our memorial days. Lest we forget we build our monuments, or a proud memorial building. Or we plant a living memorial of trees in a park or on a highway or a campus. Or we meet for an hour; and with music and prayer, a few words spoken and many unspoken, and with silence, we remember our dead.

For some whom we remember, there are green and well-kept places all over the world, where the light of the sun rests today and on other days. And there are shrines,

³ For a more complete summary of this address, see the *Eastern Progress*, December 13, 1944.

doubtless, where not only loved ones, but women and children and men who never knew them, will come through the years to commune with the names on stones and crosses there.

But there are others whose graves are, and will be forever, the ocean and the air. For these, what better place of permanent remembrance than this campus where they lived so fully a year, or four years, of their brief young lives.

Sometime, there will be here, perhaps, a visible memorial, in building or playground or campus trees, or some other. But until then, let the place itself, which knew so well their footsteps and their laughter, be from year to year to all of them a continuing memorial.⁴

Among the few "visible memorials" envisioned by the lines above is a distinguished piece of statuary, Ariadne and Her Panther, placed in the entrance corridor of the Student Union Building by Dr. and Mrs. J. T. Dorris in memory of their son, Lt. Donald Hugh Dorris.

Also, in some sense, a memorial related to the campus, though written with a more specialized memorial purpose in view, is the book, *A Log of the Vincennes*, previously referred to, which was "compiled, supplemented, and edited by Dr. J. T. Dorris," but which is in large part the naval "Log" and the letters of his son, Lieutenant Dorris. Published in 1947, the book is specifically dedicated to the "Sacred Memory of the Officers and Men of *USS Vincennes* who, in the language of their great Commander in Chief, 'Dared to die that freedom might live and grow, and increase its blessings.'"

On an October afternoon of another Homecoming Day, 1951, a young dogwood was planted on the campus in memory of Lt. Russell McKee Childs, an officer of the United States Navy Air Corps, who was lost in action March 12, 1944, at Humbolt Bay, New Guinea. On a June afternoon six years later, this young tree, or its successor, was growing there still in the sun-warmed grassy area between the Student Union Building and Burnam Hall. With it were two other small dogwoods planted later. One can imagine that these three trees, forming a triangle of living green in the midst of the campus, may become in time a growing and continuing memorial not only for the young man in whose name the first was planted, but also for others of the youthful dead whose names have appeared in this chapter, or whose steps have at any time touched with affection this campus earth.

Since May of 1954, the throngs of students who have passed with talk and laughter along the underpass that separates Roark Hall from Science Building may have stopped to read, if they wished to do so, the words of a bronze plaque placed on the Science Building wall by the Seniors of that year. It bears the inscription: "Dedicated to the sons of Eastern who lost their lives in World War II."

During the war and the first few years that followed, "Memorial Albums" were compiled by the Alumni Association, which

⁴ Complete text printed in the *Eastern Progress*, October 22, 1946.

contain military records, pictures, and personal information of the men who did not return. These Albums are kept on file in the campus Alumni Office.

Finally, the College annual, the *Milestone* for 1946, was dedicated, "in honor and with deepest gratitude:

To the men and women who wore their country's uniform in perilous days; to the dead who lie beneath white crosses in many lands and in ships of proud memory beneath many seas; to the wounded who linger in hospitals awaiting the day of restoration to health and home; to those who yet stand guard at home or over-seas to keep inviolate the victory; and to the many who have returned to their families, their work, and their campus, determined to match the bitter sacrifices of war with as courageous and unrelenting devotion to enduring peace.

With the exception of the Memorial Museum, which is the subject of a separate chapter in this volume, no other tangible memorial to these men is known to exist on the campus, although others have been contemplated and may at some future time be created. There remains, of course, to an unknown degree, here as elsewhere, that invisible memorial which Pericles the Athenian called "a record unwritten, with no tablet to preserve it except that of the heart."

THE WAR THAT WAS NOT WAR

The fervently hoped-for "enduring peace" of the *Milestone* dedication quoted above was unhappily destined to remain, for a time at least, no more than a fervent hope. After five years of a troubled peace that was never quite a peace, there came another war that was never quite called a war.

The Korean War affected the lives of individual persons associated with Eastern Kentucky State College, and those who would become associated with it later, as other wars had done. But its effect on the College as an institution appears to have been small and of little tangible record.

If there were casualties, they were not publicized. If there were enrollment changes, they were small and little noted. The beginning of the war, coming as it did in June, is not mentioned in the College newspaper until October.

Possibly the fact that the peace had hardly been a peace—that Selective Service was still a continuing reality, that the atomic bomb had generated a new psychology of fatalistic acceptance of national and personal danger as a part of the normal order of living—may somewhat have insulated people on the campus, as elsewhere, from the usual shock of a war's onset.

It is possible to recall and to record the dead weight of bewildered fear and dread that hung like a pall over the summer of 1950, when the armies of the United States and the United Nations were fighting desperately to retain standing room in the Pusan area in Korea. There was a resurgence of this gloom late in the year when the allied push toward the Yalu River was met

and reversed by Communist China's open entrance into the war. There were days in classrooms when an empty seat or the failure of someone to answer roll call was interpreted to mean that another student had decided to enlist without announcement or to anticipate his expected call to military duty by going to meet it half way.

But as the fortunes of war seemed to brighten somewhat in 1951, and then to slow down into a wearisome condition of mutual attrition, it was not easy to detect any specific procedure of the College that might be called a specific war attitude or relation.

By 1952 the dark cloud of the war's beginning had become the dull gray of a military stalemate, stirred by the muttered thunder and heat-lightning of political recrimination. Then, almost imperceptibly, and with no feeling of victory or pride, it brightened into a lighter gray of something that would gradually be called peace again.

And so, for the final three years preceding the 1956-57 observation of its fiftieth anniversary, the College that had known three wars in its first half century of existence, became, with the rest of the nation, the beneficiary of another period of official, if imperfect peace. And as its second half century began, there remained still the hope that trained and responsible intelligence might yet be able to achieve in some better future a peace that could by right be called both just and "enduring." For the attainment of this result, the College was committed to some measure of responsibility.

OUR UNRETURNING



Ph. M. 1/C Jesse C. Booth
Sophomore 1939-40



Lt. Donald R. Cawood
Sophomore 1942-43



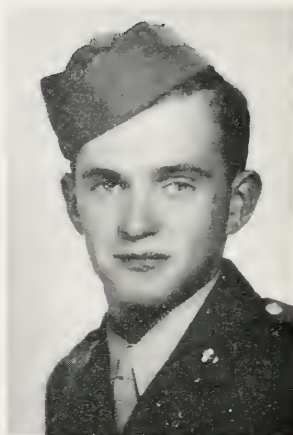
Pfc. Mack T. Childers
Freshman 1941-42



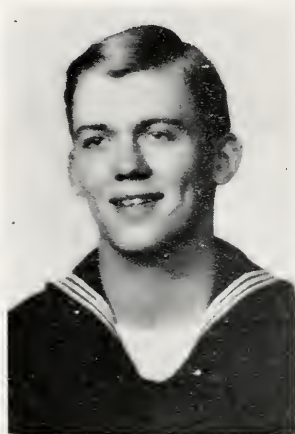
Lt. Russell McKee Childs
Class 1938



Lt. Orlie Collis Combs
Sophomore 1940-41



Cpl. Wm. Patton Cornell
Freshman 1940-41



Lee Cox, Jr. A.R.M. 3/C
Freshman 1942-43



Capt. Morton A. Cundiff,
M.D. Sophomore 1935



Lt. (j.g.) Donald Hugh
Dorris Class 1935



Lt. Ralph M. Duffie
Freshman 1939-40



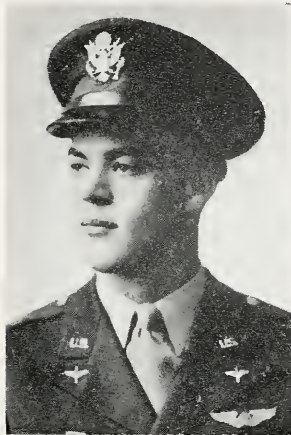
Capt. Jacob Thomas Farris, M.D. Class 1936



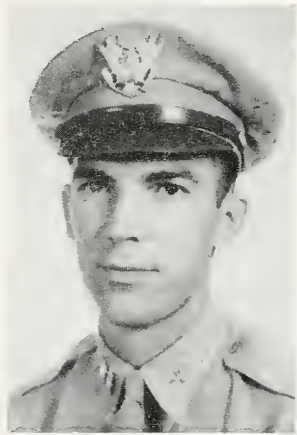
S/Sgt. Kelly Fields
Senior 1940-41



Lt. (j.g.) John S. Foote
Sophomore 1941



Capt. James E. Gott
Junior 1939-40



Lt. Joseph Greenwell
Sophomore 1936-37



Pfc. Donald A. Grollig
Sophomore 1942-43



Lt. Cecil M. Hall
Junior 1940-41



Lt. William Chealis Hammonds Class 1939



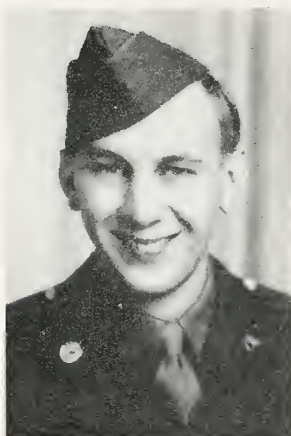
F./O. William O. Herndon
Junior 1938-39



Dorrell J. Holcomb



T.M.U. 3/C George T. Jennings
Sophomore 1942



T/Sgt. Vernard B. Jones
Junior 1940-41



Major George M. Lewis
Sophomore 1938-39



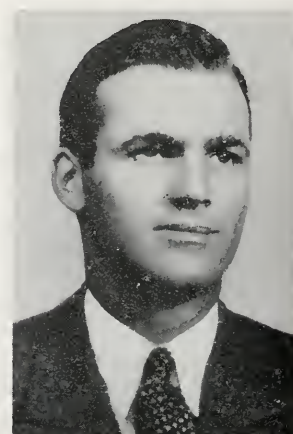
Lt. James G. Masters
Junior 1940-41



Lt. James E. Meniffee
Freshman 1941-42



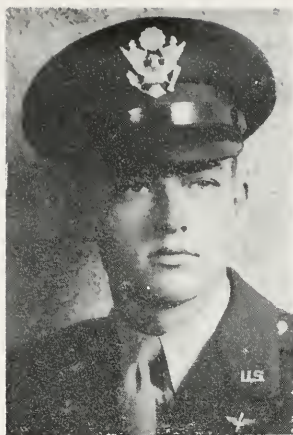
Pfc. Thomas E. Moberly
Freshman 1942-43



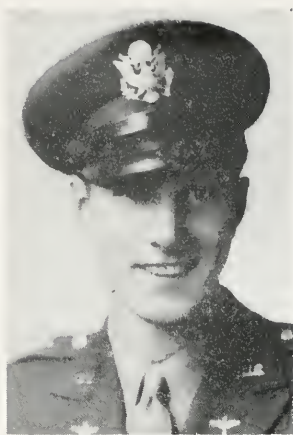
2nd Lt. Cyrus C. Parks
Senior 1937-38



Pvt. Robert R. Pigman
Sophomore 1940-41



Lt. James H. Porter
Class 1941



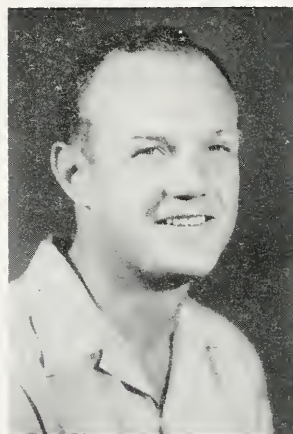
Lt. Ormond E. Powell
Sophomore 1941-42



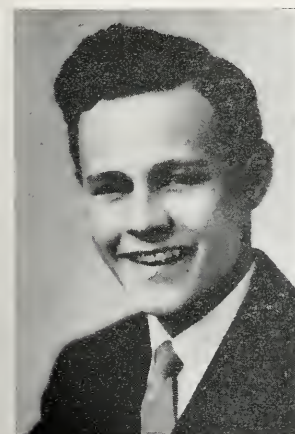
Cpl. James K. Purdon
Sophomore 1941-42



Pvt. Clarence R. Rice
Freshman 1939-40



Lt. Z. T. Rice, Jr.
Class 1933



Pvt. Donald O. Richardson
Junior 1942-43



Lt. James S. Rodgers, Jr.
Class 1939



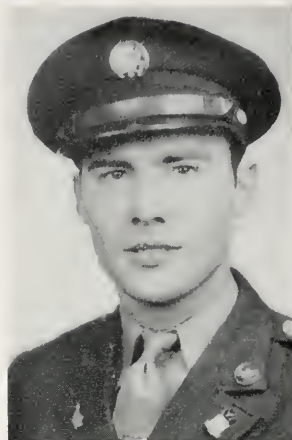
Pvt. Leslie G. Roth
Senior 1938-39



Lt. Arnold K. Roy



Lt. Orval V. (Tom) Sawyer Junior 1942-43



**S/Sgt. Elmer Sharpe
Freshman 1940-41**



**Lt. James L. Sizemore
Junior 1938-39**



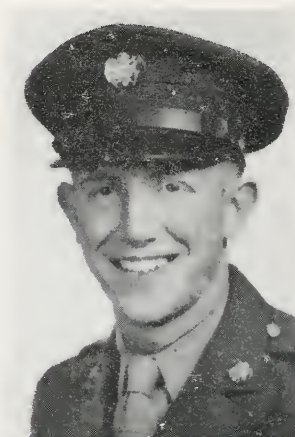
**Lt. Bert J. Smith
Senior 1941-42**



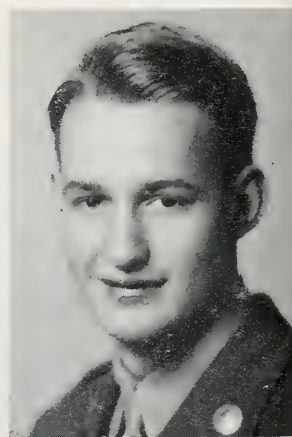
**Pvt. Everett E. Snider
Class 1936**



**Capt. James Stevens
Sophomore 1936-37**



**Pfc. E. Forrest Tarter
Freshman 1942-43**



**Lt. Edward Walker
Sophomore 1942-43**



Flight Officer
Alfred P. Wilson



Sgt. George R. Wilson
Freshman 1939



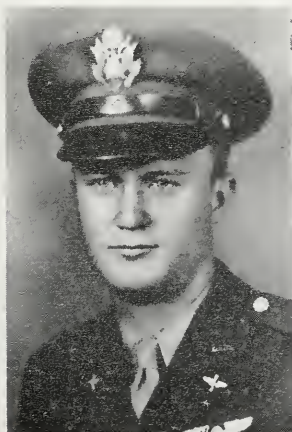
Lt. (j.g.) Harry B. Wilson,
Jr. Senior 1940-41



Lt. James L. White
Freshman 1936-37



Pfc. Clarence M. Wright
Sophomore 1940-41



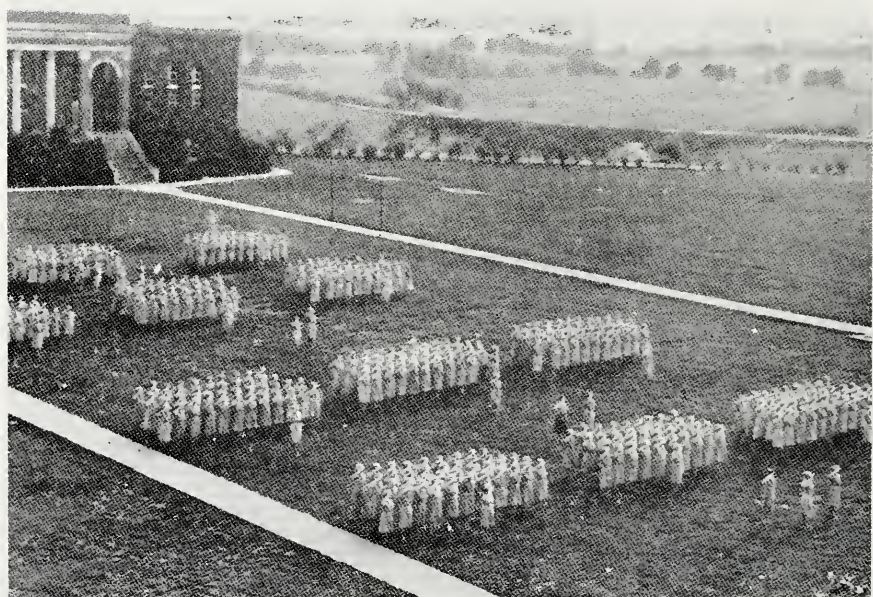
Lt. Alan Yelton
Senior 1940-41



Maj. George H. Hembree
Faculty



**Ariadne and Her Panther,
by the late P. Barzanti of
Florence, Italy**



**The Wacs on Review in 1943-44,
on the parade field before the
Weaver Health Building.**

CHAPTER XV

TOWN AND GOWN

By Miss Maude Gibson

Fifty years in retrospect at Eastern is like a pleasant journey down the trails of memory, a journey on which one is not annoyed by luggage, and disagreeable fellow travelers can be ignored and forgotten. The changes which have taken place in the town of Richmond since Eastern Kentucky State Normal (now Eastern Kentucky State College) was established, are almost beyond the imagination, even of one who has been a part of the institution since 1910.

Situated as it is, among the fields and valleys bordering on the Cumberland mountains, the town had less than five thousand inhabitants, when the Normal came. It was a conservative provincial neighborhood, which resented the inroads of industry pushing down from the North. There being less than forty-two years since the Nation was torn by the War between the States, and Kentucky being a border state, there were factional differences which had never been healed. Yet it is to the everlasting credit of soldiers from Madison County who had fought one another in that regrettable conflict, that they now walked peacefully together with heads high among their fellow Kentuckians unmolested and unafraid.

However, the older generation longed for the salubrious life of pre-bellum days, when hard labor was done by colored folks and, traditionally, white ladies and gentlemen did not work. When this scribe was first introduced to a tall, saintly looking old man at Eastern's chapel one day and a friend from north of the Ohio River, whispered "This was one of General Morgan's raiders," she was seized with fear and trembling. For in that state whence she came where most of the male babies were yet being named William Penn or Benjamin Franklin, the tales of "Morgan's Raiders," whether true or not, were yet being told to keep teenagers from going out on dark nights. Social traditions were dear to the Southland where hospitality and entertainment were, in many instances, passed down from a gay Virginia ancestry; and Richmond was not an exception.

And now a Normal School for the training of teachers for the schools of Eastern Kentucky Mountains and less prosperous farm country was established in Richmond! Here where once Central University had been and now was not; here where the sons of the best families of the State had studied the classics

for more than a quarter of a century, came "the sons of the soil" to prepare to teach (see Chapter I). Moreover, the frolicsome feats of Central University students on Halloween and St. Patrick's days, were yet being retold, amidst peals of laughter, at public dinners and banquets. One outstanding example of what was considered to be a climactic prank eighty years ago, was for the University boys to paint their president's old horse white-and-black striped to make it look like a zebra. Naturally, this was not done for the comfort of that beast of burden, which surely would have died had not the paint been removed. Another top notcher in the way of fun, in those days, was to pull a yearling calf, with ropes about its body, up to the roof of University Hall and tie it like a bit of trimming to the fence around the flagstaff. These tales of adolescence, however, were not all that had survived of the good work done in Central University when the Normal School opened, but such caprices are, fortunately, not condoned by students of Eastern; they were generally characteristic of students generations ago.

There were nevertheless graduates of Central University in Richmond and elsewhere who became prominent in the legal profession, in the ministry, in teaching and in other vocations. J. C. W. Beckham, who attended Central only two years, became Governor of Kentucky. Moreover, did not graduates of Central University in the General Assembly at Frankfort and in Richmond promote legislation that produced the two Normals, in 1906, and brought Eastern to Richmond? (See Chapters II and XV of *Three Decades of Progress* and Chapter I of this volume for such prominent graduates of Central University.)

Socially, however, Central University had been a great asset to the town, and that the Normal School could not be—for a time, at least. The Cotillion Club, the coaching trips to Estill Springs, the fox chase, and many other forms of youthful pleasure and entertainment in Richmond in the time of Central University were now almost taboo. Such gay and festive occasions, however, were to recur in greater degree and variety as Eastern grew in strength and numbers.

Yes, the Normal School came; and the boys and girls appeared from the hills; they came from the country; and they arrived with great enthusiasm. Their clothes were not stylish. Some wore home-spun, and some wore sun bonnets and slouch hats. The girls' calico dresses were often shorter than their under skirts, and the trousers of the boys were patched in many cases. But on, they came! Of course, the more cautious boys brought their guns along, and many a fearful looking knife was hidden among their belongings. They were prepared for any emergency down here among the Blue Grass fellows, who were also represented in the student body.

When the State Normal School opened, there were the Music building (which was then the Presbyterian manse but soon became

the home of the President of Eastern), five cottages, a small library building, the old University building, the boys' dormitory (Memorial Hall, built in 1883 to commemorate the hundredth anniversary of the establishment of the first Presbyterian Church in Kentucky), on Eastern's campus—the heritage from Central University (see Chapter I). Sullivan Hall, the Roark and Cammack buildings were soon added, and the Normal began to appear to be a school of much consequence. The maple trees were very lovely and inviting, but there was no athletic field, no gymnasium and no cement walks from building to building. In fact, there were then only common turnpikes with toll houses at intervals in Madison County. Horses and carriages were yet in high favor, there being only four automobiles in the County, and three of these were in Richmond—an evidence of great progress.

South Second Street was a virtual cow-path lined on either side by tall mullein stalks, iron weed and queen Ann's lace (wild carrots). There were no houses on Second between the campus and Water Street. Student girls were not permitted to go to town that way unchaperoned. There were very few houses on Lancaster Avenue, and Wellington Court was a large, uncultivated field with a group of pine trees in the center, and under these trees was a colored woman's cottage. An ancient post-and-rail fence protected the property from the Collins Apartment down to the Davidson Apartment on Lancaster.

Fifty years ago, the town had some very fine examples of Colonial Greek architecture, of which the court house is yet one of the best in Kentucky. There were also a number of well-built brick homes of the late French renaissance, all expressive of cultivated taste on the part of the owners, as well as financial security.

Lest there be some misunderstanding, it should be stated that Richmond has, throughout the years, produced many prominent statesmen, foreign diplomats and government leaders. Many of these men received their professional training at various Southern universities, besides a few who went to Harvard and Yale to continue in, and complete, some special line of work. A number of native Richmond men have become noted medical men, while a large number of women, as well as men, have carried the Christian faith to people in foreign fields, as well as in our home-land.

Before the advent of schools for the training of teachers, education meant the study of Greek and Latin, the English classics and a limited amount of mathematics. Of course, the English sentence was torn asunder, then parsed and analysed and put together again. Up in New England a new great movement in education had started, a movement which has swept the world until all spheres of usefulness are outlined and studied in our colleges and universities today.

Any enterprise which engages the best interest of a group of people, brings happiness to a community. By the end of the first decade at Eastern, faculty men and women were working shoulder to shoulder with the towns people in the churches, in the civic

clubs, and in the music and art clubs. Then came the First World War when the work of the Red Cross—sewing, collecting funds, selling bonds, and entertainment for the soldiers—made the entire community one in purpose, one in sympathy, grief, and regret. But a common sorrow fosters friendship and love. Today the interests of the faculty are as deeply rooted in the life of the school and Richmond as the maple trees on the campus; and an atmosphere of progress is to be found everywhere. Moreover, industry has come to Richmond; the Blue Grass Ordnance also enhances the city's importance; the stores are larger and more modern and carry splendid merchandise for customers, who also come from many adjacent counties and states.

The town has grown in all directions from the conservative, small center of fifty years ago. Hundreds of fine modern homes have been erected in the various city additions, until the urban community of some 15,000 inhabitants is well considered to be one of the most progressive and attractive cities in the State.

Eastern is no longer primarily a school for teacher training; it is now a College where all phases of education are being taught by highly trained men and women. Many of these professional people have traveled extensively over Europe and North and South America. Some are outstanding writers of history, poetry, defense of Kentucky's constitution, the defense of our form of government against the advance of communism, and various other books which are important to modern thinkers. Moreover, Eastern has long since had a military training department, and the College ranks high among institutions of learning in the athletic world.

Members of the faculty of Eastern have brought to Richmond leaders in every walk of life. Many teachers have built beautiful homes, and often they and their wives are accepted as counselors and leaders in civic enterprises. Moreover, students have come in large numbers from cities like Louisville, Covington, Newport, and from the Blue Grass counties, as well as from the less wealthy parts of Kentucky. Other states, too, contribute to the student body and thereby enhance the strength of athletic teams, music organization, and other college activities.

Scores of students secure employment annually in Richmond to pay part of their expenses in college; and, of course, natives of the community greatly appreciate the economic¹ and cultural contributions of the College to Richmond. In fact, organizations among business and professional men of Richmond, like the Press Club and the Board of Trade, promote interests on the Campus. This is especially noticeable in athletics; and the College reciprocates in the support of the Richmond Community Concert Association and such drives for funds as are made to support certain charitable, health, and other community interests of the city. Of course, there are now lawyers, physicians, pharmacists, business

¹ A recent (1957) survey of the present, annual economic contribution of the College to Richmond, by Professor R. R. Richards of Eastern's Department of Economics, gives the gratifying figure of more than \$3,000,000.

men, and teachers in the public schools of Richmond, who attended Eastern.

Fortunately, the old, bitter rivalry that often existed in medi-
eval times between college students and towns people where the
universities existed, does not prevail in Richmond. Indeed, the
term "Town and Gown" today connotes a wholesome, cooperative
spirit between the College and the citizens of Richmond that is
conductive to the prosperity and happiness of all.



An Operetta



Commencement in Brock Auditorium, 1956

CHAPTER XVI

IN-SERVICE EDUCATION

By D. J. Carty and R. E. Jaggers

Introduction

Eastern recognizes itself as a part of the public school system and is obligated to perform the function assigned it when the institution was established. This function as a part of the public school system is the preparation of teachers. This means that the obligation is not limited to those who have the opportunity to come to the campus for services due them. Eastern has met this obligation as needs appeared and in accordance with its ability to meet the needs.

The Division of In-service education at Eastern had a very humble beginning. It was born soon after Eastern was established during the first decade of the 20th century. Difficulties met in getting good teachers in the schools brought the division into existence.

A new Normal School was established. Those entitled to attend this school had to be made acquainted with the opportunities Eastern had to offer them. Faculty members went into the counties and into the towns of Eastern Kentucky. They talked with prospective students and their parents. They attended institutes and helped teachers in organizing their learning programs. Selling Eastern to those who needed its services was the early goal.

During the third decade in the 20th century many of these people attended Eastern but there were many who did not and could not attend. Correspondence study got under way and off-campus classes were organized. In the years immediately following the inauguration of correspondence study and off-campus classes thousands of teachers were served.

Eastern's activities in the field of in-service education have changed with the times and with the changing needs. From helping teachers to become high school graduates, Eastern now helps them to become holders of baccalaureate degrees and master of arts degrees. In-service education programs at Eastern have contributed notably to these ends.

Beginning in the middle 30's, in-service education was extended to many areas. Eastern's in-service program included such activities as special consultant services to groups of teachers in understanding children, in identifying learning needs of children, in organizing school programs, in preparing courses of study, in inaugurating testing programs, in providing reading clinics, in meeting recreational needs of youth, and many other activities.

These activities extended to other adult groups including parents who wanted solution to their problems, such as child study, parent-child and parent-teacher relations, problems relating to prevention of delinquency, community surveys, community planning, and the like.

In-service education during the past ten years has included: conducting general conferences on the campus, leadership conferences, special problems conferences, music festivals, scholastic tournaments, dramatic tournaments, and contests in public speaking.

The story which follows gives some of the facts about how the in-service program has changed and grown during the first five decades of Eastern's life span. Beginning with field services focused on recruitment, followed by correspondence, study centers, off-campus classes, consultant and specialized services, the story is unfolded in this chapter.

Early Beginnings

During the first ten years of Eastern's existence, extramural or off-campus activities were limited largely to such services as commencements, addresses, lecturing before teachers' institutes, and other occasional lectures and demonstrations. Extension work as such was at first considered to be mainly a student recruitment program which was conducted largely by a field representative of the College. In the minutes of its meeting on June 17, 1909, the Board of Regents employed G. D. Smith at a salary of \$1,600.00 per year to do "Extension work in the field and to authorize the paying of his expenses on such trips."

In addition to his job as a student recruiter, the field representative spent a large part of his time in the field assisting former students who were teaching; addressing educational gatherings; counseling with superintendents, supervisors, and truant officers; visiting groups of schools and speaking to groups of teachers and performing such other duties as the President of the Normal School might direct. In other words, he served as a sort of roving ambassador whose duty consisted largely of carrying the services of the Normal School into the field as well as building a student body for the future of the institution.

Leaves of absence were given faculty members during the first decade for the purpose of conducting teachers' institutes in various counties in Kentucky. The "old time" county teachers' institute was held once a year. All rural teachers in the system usually met at the county seat prior to or soon after the opening of the school term for at least one week of institute training. The institute instructor among other things gave lectures and demonstrations on school management and control and the teaching of the various common school branches. The instructor was looked upon as somewhat of an expert in the methods and techniques of teaching and the organization and management of the school. In many cases, the most popular instructors were those who spiced their lectures with illustrative jokes and stories.

Professor J. A. Sharon was one among the first to be released to do institute work. On June 18, 1909, the Board of Regents issued the following order:

Professor Sharon desiring to do institute work for three weeks in September, a motion carried granting him a leave of absence for that time, without pay, allowing him railroad fare in going and returning from his institutes. This allowance of fare is on the ground that the institute work is an advertisement of the school.

The Board of Regents on October 1, 1909, authorized Professor E. C. McDougle to make arrangements to hold the institute in Pulaski County for the coming year. Apparently by 1917 the requests for institute instructors had grown to such an extent that the Board of Regents at their meeting on June 15 authorized President Coates at his discretion to send members of the faculty to counties in Eastern Kentucky to conduct institutes. During this year Prof. Charles A. Keith was granted a leave of absence for a week to conduct an institute in Lawrence County. Other faculty members not referred to here were, no doubt, also called upon to render such services for the schools of the State.

Extension Department Established

Great strides were made in field services offered during the second ten years of Eastern's existence. Correspondence work was established. Study centers were organized and conducted, and the Department of Extension was created.

Late in the year of 1919, Eastern State Normal offered correspondence courses for the first time. J. R. Robinson, who was the first supervisor of the Correspondence Department, stated in his report in 1921 that "the popularity of these courses was at once evident and that the amount of work done by correspondence had steadily grown."

By the school year 1921-22, fifty correspondence courses were being offered. Over two-thirds of these courses, however, were of high school rank and carried one-third of a high school credit each. Certain high school courses offered by correspondence led to the completion of the requirements for an elementary certificate, which at that time was based upon two years of high school. Certain other courses were offered to enable teachers to complete the requirements for an intermediate certificate, which was based upon the completion of four years of high school. The sixteen college courses carried three semester hours each and led toward the partial fulfillment of the requirements for an advanced certificate course, based on two years of college training.

The original purpose of the correspondence department was stated by J. R. Robinson, Supervisor of Extension in 1921. *The Eastern Kentucky Review* bearing the date of 1921, carries the following statement:

The purpose is to make the resources of the institution available in as many ways as possible. People who are unable to avail themselves of the advantages offered in

resident study have a just claim upon the state for some sort of educational opportunities. Also, people who can spend a limited time in resident study are enabled to supplement this with additional instruction such as the normal school was created to give.

Just now Kentucky faces an educational crisis. Far reaching reforms were made by the legislature of 1920. If these reforms are faithfully carried out, Kentucky's schools will make more progress in the next ten years than they have made in the past century. To meet the provisions of this new legislation several thousand teachers must be given high school training who do not now possess it. It is impossible for the majority of them to spend more than an occasional short term doing resident work. Many will be able to do no resident work at all. If they were able to come, the state institutions would not accommodate them. Correspondence work will help solve the problem.

It was soon made apparent that correspondence work alone would not meet the demands of those who desired to further their education while on the job. Off-campus study centers and off-campus summer schools began about this time to make demands upon the institution for increased services. President Coates made the following report to the Board of Regents at their meeting on November 20, 1920:

The enrollment in the extension work is over a hundred different students, carrying one hundred and forty-seven different courses. The department is in the hands of Professor J. R. Robinson. A study center has already been established at Nicholasville, and arrangements are being made to establish study centers in many different parts of Eastern's district.

Superintendent George Colvin reported to the Board of Regents at their meeting on April 9, 1921, that much effort was being made by him and his office force to assist the two Normal Schools in doing extension work. Summer schools throughout the State under their supervision and that of the State Board of Education were being organized to prepare teachers and prospective teachers who did not possess sufficient scholarships and professional training, to teach in the public schools, as provided by an act of the Legislature of 1920. As a result of this report and the recommendation of President Coates, the Board of Regents passed the following resolution, establishing for the first time an Extension Department in the Eastern Kentucky State Normal School:

WHEREAS, there was an Act passed by the Legislature of 1920, which provides that by 1926, all applicants for Teachers' Elementary Certificates of the First Class shall have had four years of high school work or its equivalent, and twenty weeks' study of professional work in a State Normal School, or some other training school, recognized by the State Board of Education; and,

WHEREAS, a large per cent of teachers in the common schools of Kentucky do not possess a high school education; and,

WHEREAS, the State Normal Schools and other schools recognized by the State Board of Education have not sufficient capacity, teaching force, or accommodation to

give professional training and scholarship to teachers, who do not have it, and those who are preparing to teach; and,

WHEREAS, many of the teachers cannot attend the State Normal Schools and other schools recognized by the State Board of Education on account of limited means, and for the purpose of providing schools under the supervision of the State Normal Schools and the State Board of Education for all of the teachers and prospective teachers, who do not possess a high school education or professional training, an Extension Department is now established in the Eastern Kentucky State Normal School with authority and power vested in the President thereof, to employ such teaching force and necessary help, subject to the approval of the Regents, and to establish Summer Schools at convenient places in the Normal District No. 1 to fix the length of terms thereof, to provide the courses of study, rules of discipline, method of testing the work of the students thereof, and in all other respects to supervise, control, and conduct said schools in such way and manner as to conform to the law establishing and controlling the State Normal Schools of Kentucky.

At the next meeting of the Board on April 23, 1921, the first Director of the newly created Extension Department was chosen. President Coates stated that since the Board created the Extension Department that he needed a strong man to put at the head of the same and recommended Professor Charles Lewis of Berea, Kentucky, who served as Director until he resigned on May 2, 1922, to accept a position in the Department of Education, Frankfort, Kentucky. R. Dean Squires served as Director from 1924 to 1926; Fallen Campbell, from 1926 to 1928; Kerney Adams, from 1928 to 1932 and R. E. Jaggars, from 1932 to 1933. Mr. M. E. Mattox served as both Registrar and Acting Director of Extension until January, 1948. D. J. Carty has held the position of Director since January 15, 1948.

President Donovan presented a report to the Board on July 1, 1929, in regard to the Extension Division of the institution. He pointed out in this report that "there has been a constant growth in the department during the past seven years." The report showed that for the year 1927-28, twenty-two extension classes had been conducted with a total enrollment of 538 students. During this same year 1,129 students were enrolled for correspondence work. He also presented in the report "that the American Association of Colleges had limited the extension work to one-eighth

Table I. Correspondence and Extension Enrollments for Certain Years from 1920-21 to 1935-36.

Year	Correspondence	Extension Classes
1920-21	100	-----
1925-26	243	96
1927-28	1129	648
1929-30	not available	536
1930-31	805	131
1931-32	528	72
1932-33	221	123
1935-36	554	27

and the correspondence study to one-eighth, which meant that only one-half as much work can be given in this way as we were previously permitted to do." He further stated that because of these limitations, they could not look for much development in the department but that an attempt would be made to keep it self-supporting.

From the records available, it appears that prior to the depression years the enrollment reached its peak during the year 1927-28. The figures given in Table I are taken from the minutes of the Board of Regents.

According to the information available, the enrollment in the Extension Department gradually declined during the depression years. A new set of standards regarding Extension work was adopted in 1933 by the Normal Executive Council and by the State Board of Education. The up-grading of the standards also tended to decrease the amount of work offered by Extension. The war years greatly influenced the enrollment and services of the Extension Department. During the depression and the war years, there was great fluctuation in enrollments.

The Extension Department has grown in relative importance during the past eight or ten years. One of the main reasons for this upsurge in growth can be attributed largely to the up-grading of teacher certification requirements around 1949. Table II shows the enrollments and number of off-campus courses offered from 1948-49 through 1955-56.

Table II. Correspondence Enrollees, Correspondence Courses Pursued, Off-Campus Enrollment, and Number of Courses offered from 1948-49 through 1955-56.

Year	Correspondence Work		Extension Classes	
	Individual Enrollees	Courses Pursued	Total Enrollment	No. of Courses
1948-49	857	976	1187	59
1949-50	1023	1240	503	30
1950-51	1107	1529	854	42
1951-52	1580	2191	839	41
1952-53	1623	2102	1038	43
1953-54	1566	1791	921	34
1954-55	1820	2027	946	34
1955-56	2105	2348	417	20

Division of In-Service Education Inaugurated

Eastern has taken the position from its existence that it is its duty as a teacher education institution to provide services to teachers and school systems in the field. Eastern now looks upon the opportunity to serve in the field as a means of benefiting the institution as well as the individuals and the communities which it serves. With this concept in mind, President W. F. O'Donnell transferred the Extension services, Teacher Placement Bureau, and In-Service activities to what is referred to today as the Division of In-service Education. D. J. Carty is at present serving as Director of this division.

Eastern is now placing greater emphasis upon the concept that in-service and pre-service programs should be definitely tied together. It is believed that the in-service programs can be used to make the pre-service programs more realistic and more functional. In determining the kind of services which Eastern can offer to a particular school system, the institution seeks the advice and cooperation of the state department of education, teachers organizations, teachers, and lay members in working out its program of in-service activities.

Eastern is cooperating fully with the expanded in-service education program which was initiated through the State Department of Education in the year 1950. In the early fall of 1956 Eastern joined the State Department of Education in the employment of a staff member who is located on the campus of the College. Harry Banks was chosen as the staff member to serve as Consultant on in-service teacher education in Eastern's service area. The purposes of the cooperative arrangement were defined somewhat as follows:

1. To improve and strengthen the relationships between the services of the State Department of Education and of the State Colleges to the local school systems in the improvement of instruction through the education of teachers while in service.
2. To effect appropriate relationships between in-service and pre-service programs of teacher education by the involvement of college and local school staffs in an effort to keep abreast of new developments in learning theory and in curriculum processes.
3. To improve teacher preparation by bringing into the pre-service programs the findings, experiences, and needs revealed through the in-service cooperative experiences.
4. To provide a direct and unified attack upon the problem of up-grading teachers in the areas of greatest need.
5. To assist the College in providing follow-up services to its students who enter teaching and to serve school systems which participate in this cooperative program.

At present the Institution's committee on in-service education acts as a planning and coordinating committee for the in-service program. Some of the broad fields where the Institution feels that it may be prepared to help school systems and individuals in the field are the curriculum, supervision, administration, consultation, surveys, research, extension and correspondence work, audio visual aids, and many others. The College hopes that, as staff and money are made available, it may institute an adequate program of follow-up services to its students who enter teaching with the view of helping them to make adjustments.

In-Service Through Radio

At two widely separate periods of time, Eastern has experimented with the presentation of its program to the public by means of radio. Though not formally a part of In-Service Education, this activity has served much the same goals and so is appropriately included here.

For a number of years in the early and middle 1930's, live broadcasts were made from the campus by wire through Station WHAS in Louisville. During this time the College also presented several special programs in the "Teachers College of the Air" series sponsored by George Peabody College over Station WSM at Nashville. All of these were prepared and produced by members of the faculty and students. They were under the technical direction of Mr. R. R. Richards.

In 1953 a new series designed to reflect all phases of the life and thought of the College was begun through the planning of Dr. R. E. Jaggars and has continued under his direction. These programs were recorded on the campus and presented in weekly half-hours over Station WEKY in Richmond. This series, entitled "The Eastern Roundtable," was beginning its fifth year in 1957.

It is expected that radio services will be expanded in the future to cover other areas of the state.

Summary

This brief account of the Division of In-service Education ends with the close of the fifth decade in the history of Eastern. What may be seen for the future of the division may be expressed in the following:

1. Improved off-campus learning programs.
2. Improved correspondence instruction as long as there is a demand for such services.
3. Improved technical consultant services to school systems, schools, and community groups.
4. Improved placement services to meet the needs of students who want to be employed and those who want the services of the students.
5. Improved follow-up services to Eastern's graduates after they accept employment.
6. Improved services to those who come to Eastern's campus for general and special conferences, and to those who seek help in the solution of their problems.
7. Improved services to high school pupil groups who use Eastern's facilities for music festivals, for scholastic contests, for public speaking, for dramatic programs and for other group activities.
8. Inauguration of a research and survey service to communities and organizations in Eastern's service area.
9. Inauguration of such new in-service programs in Eastern's service area as changing times demand.
10. Improvement of relations between Eastern's faculty and educators in the schools, and with lay groups so that more and more people will recognize Eastern as their partner in the total educational program of the region.

Finally, the Division of In-service Education is a part of Eastern and will change as Eastern changes. Eastern will change when by changing it can meet more effectively the needs of the people it serves. This is the spirit with which the Division will enter the half century ahead.



Dr. D. Thomas Ferrell
Head of the Department of Education



Prof. D. J. Carty
Director of In-Service Education

CHAPTER XVII

RELIGIOUS LIFE

By Presley M. Grise

Religious Encouragement

As stated elsewhere in this book, Eastern is a state institution; therefore, it is non-denominational. However, this does not mean that religious life on Eastern's campus is neglected. It has always been a part of Eastern's program to encourage its students to participate in the religious life on the campus and in the programs of the churches of Richmond. In an effort to achieve for all students a satisfying religious experience while away from their homes, Eastern and the churches of Richmond have cooperated in a most delightful and effective manner. This has been the practice of the College and the churches since the founding of the College. Great impetus was given in this direction by the first president, Ruric Nevel Roark, and special attention was given to religious emphasis by the second president, John Grant Crabbe. This interest and this emphasis have been maintained continuously to this day, and always in Eastern's march of progress spiritual things have been given a prominent position.

Although the College does not, as an institution, direct, control, or supervise the religious life of its students, it does offer meeting-rooms and opportunities for the many religious organizations that function on Eastern's campus. Although the organized religious groups are many and include hundreds of students, they do not represent all religious beliefs and activities on the campus. This is enlarged upon later in this chapter.

At present the following religious organizations are functioning in an effective way on Eastern's campus. Each organization has a cooperative relationship with a local church and has a campus counselor. The ministers and many members of the local churches work energetically and effectively with these campus organizations.

Church Relations, Campus Counselors, and Pastors for the Various Organizations.

Organization:	Church Relationship:	Campus Counselor:	Church Pastor:
Baptist Student Union	First Baptist Church	Professor Kermit Patterson	Dr. E. N. Perry (Since 1944)
Disciple Student Fellowship	Christian Church	Professor Alvin McGlasson Mrs. J. E. Jones (Church)	Dr. Frank N. Tinder (Since 1928)
Episcopal Seabury Club	Christ Episcopal	Professor Glen Wilson (1954-56); now Miss Gertrude Hood	Rev. James Purman (1953-56); now Rev. Charles-James Nice Bailey

Newman Club	Catholic	Reverend John Werner (1955-56); Rev. Leo Sudkamp	Very Reverend Oscar Poole (Since 1930), Assistant, Reverend Leo Sudkamp
Wesley Foundation	Methodist	Mrs. Clifford E. Hurst	Dr. Wm. H. Poore (1949-56), now Rev. Albert Sweazy
Westminister	Presbyterian	Professor Robert C. Donaldson; Mrs. Geneva Ault, Church Secretary	Rev. Graham Gordon (Since 1955)
Y. M. C. A.	Non-denominational	Professor Wm. Stocker	None
Y. W. C. A.	Non-denominational	Miss Willie Moss	None

There are other churches in Richmond to which some students and some members of the faculty belong but which have no campus organization.

Each of the campus religious organizations except the Y's is sponsored by a Richmond church. In most instances the title of the club indicates or implies the denomination or name of the sponsoring church. The sponsoring churches furnish counselors and various kinds of help to guide and promote the campus organizations.

Some of the organizations are almost as old as the College itself. It appears that the Y. W. C. A. organization was founded at Eastern in 1907, and that the Y. M. C. A. was founded a year later. Profoundly interested and instrumental in the founding of the two organizations were Professor G. D. Smith, Mr. I. H. Booth, and Miss Lena Gertrude Rolling, Model High School teacher. These organizations have had continuous existence since their founding, except when World War I interrupted the services of the Y. M. C. A., which was not reorganized again until 1928.

Other religious organizations on the campus are of more recent origin and have been continuously active since their founding. The Baptist Student Union, the oldest of the organizations, was founded in 1928, by Reverend Clyde Breland, Dr. F. A. Engle, and interested students. The Wesley Foundation and the Westminister Fellowship were founded in 1944. The former was organized by Reverend W. A. E. Johnson, Dr. H. H. LaFuze, Dr. P. M. Grise, and college students. The Westminister Fellowship was organized by Reverend Olaf Anderson and students. More recently (1950) Reverend Frank N. Tinder and students founded the Disciple Student Fellowship, and (1953) Catholic students with the aid of the local church organized the Newman Club. The pronounced influence of the organizations will be recounted in the following paragraphs of this chapter.

Officers Of Campus Religious Organizations (1955-56)

Baptist Student Union (Baptist): President, Lou McNabb; enlistment vice president, Jack Forman and Diana Miller; social vice president, Darrel Wininger; devotional vice president, Harold Smith; secretary-treasurer, Wanda Cox; publicity director, Henry Martin; promotional director, Betty Joyce Christian; Sunday School

superintendent, Ann Ennis; Training Union director, Mary McCall; music directors, Frances Milan and Phil Landgrave; Y. W. A. president, Biddie Worley; evangelistic directory, Sara Joyce Clark; Baptist Student Union director, Marie Claypool; campus sponsor, Kermit Patterson; Pastor of Baptist Church, Reverend E. N. Perry.

Disciple Student Fellowship (Christian): President, Pat Raker; vice president, Rose Marie Rose; secretary-treasurer, Ann Helman; church sponsor, Mrs. J. E. Jones; campus counselor, Professor Alvin McGlasson; church pastor, Reverend Frank N. Tinder.

Episcopal Seabury Club (Christ Episcopal): President, Shirley Pettit; secretary-treasurer, Wilma Athy; campus counselor, Professor Glen Wilson; church pastor, Reverend James Purman.

Newman Club (Catholic): President, David Senn; vice president, Jane Elder; recording secretary, Geraldine Pence; corresponding secretary, Mary Joyce Kelley; treasurer, Catherine Nagle; chaplain, Reverend Werner; church pastor, Father Poole.

Wesley Foundation (Methodist): President, Mitzi Mueller; vice president, Nellie Whalen; secretary, Margie Elvove; treasurer, Faye Marcum; sponsor, Mrs. C. E. Hurst; Pastor, Reverend W. H. Poore.

Westminster Fellowship (Presbyterian): President, Overton Parrent, Jr.; vice president, Sydne Brown; secretary, Bert Bowling; treasurer, Dolores Samson; counselor, Robert C. Donaldson; Pastor, Reverend Graham Gordon.

Young Men's Christian Association: President, Bob Snavelly; first vice president, Bufford Warren; second vice president, Jack Forman; secretary-treasurer, Shelby Crowe; sponsor, Professor William Stocker.

Young Women's Christian Association: President, Rosalind Lewis; first vice president, Joy Kitson; second vice president, Mitzi Mueller; secretary, Peggy Baker; treasurer, Maxine LaMarr; sponsor, Miss Willie Moss.

Purposes, Activities and Support

The religious organizations have both regularly-scheduled meetings and special meetings on the campus. These meetings are usually held in the early evening hours on various days of the week. Some of the organizations hold daily devotional services.

Other meetings are held as dinner-meetings, where food, friendship, and fellowship are combined into valuable experiences. Of course, there are many church meetings, parties, and activities held at the various churches.

A large number of people — students, campus staffs, local church people — combine their efforts to make these organizations function for the mutual benefit of all who pass this way. Pictures, and names of officers, counselors, and ministers are given within these pages. The financial support for these groups is shared among the students, local churches, and larger denominational organizations. A few of the organizations have full-time

counselors employed. These counselors work continuously with these organizations and with students individually.

The purposes for which these organizations function are variously stated: to present an attractive, coordinated program of Christian activities for students of the denomination and others so interested; to encourage church loyalty and Christian growth; to bring together students of a particular faith and to further the beliefs of this faith; to provide religious experiences for those of this church relation and to promote Christian fellowship throughout the campus; to lay the claim of our Lord on the individual student, the College and the world; to present the claim of Jesus Christ so effectively that students will make vocational commitments; to develop Christian leadership; to influence all students to follow Christ; to provide a church home for the students away from home; to foster for all students at Eastern the highest ideals for Christian living, and through varied activities to make these ideals prevail throughout the world. One needs to pause only momentarily and consider the profoundness of these variously-stated but highly-related objectives in order to realize fully the influence of the organizations and their impact upon the lives of college people. Realizing that the students soon find their ways leading to all parts of the world, one is deeply impressed with the far-reaching influence of what these organizations do here and now.

Merely maintaining, staffing, arranging meeting places, and naming objectives for organizations may mean very little or accomplish very little per se. Fortunately for all concerned, the religious organizations at Eastern have not stopped with the accomplishment of the things just listed. The heart of these organizations is the program of meaningful activities. The amount of time, effort and thought going into these activities, although rarely publicized, is far beyond that which one might infer at a mere glance. The objectives, or purposes, already stated herein are realized through such activities as these: church worship services by the campus groups; Sunday School participation; choir work; campus devotions; work at local missions; participation in state organizations or in larger denominational organizations; special service projects and retreats; Sunday evening social programs and worship; morning meditations and vespers on the campus; maintaining a college room for meetings and services for students; preparing and presenting programs for other worthy organizations; sponsoring booths for worthy purposes; participating in all services of the local churches; sponsoring a mission; meeting and guiding new students on the campus; sponsoring certain campus activities; providing Christmas parties for under-privileged children; working in community center; sponsoring such campus programs as Hanging of the Greens and Religious Emphasis Week; being mutually helpful to all students. Of course, a mere listing gives only slight suggestions of what really takes place. The responsibility, the con-

cern, the hours of work can be fully appreciated by only those who closely ally themselves with this most important work — work that looks for rewards in a greater self-development and in enriched living for all.

One can see at a glance that the several religious organizations require a great number of student leaders, and that hundreds of student members participate in the experiences and activities of these groups. Many faculty members have a deep, sincere interest in the students and their organizations and give generously of their time and effort toward the effective functioning of these organizations.

As one may observe, there are organizations for several of the major religious denominations, but these denominational organizations do not represent the total religious life on the campus. Although the Y. M. C. A. and Y. W. C. A. are non-denominational and, therefore, open their membership to any Christian, there are still many students who belong to no campus religious group, but who participate in the religious programs of the various Richmond churches and of their hometown churches. For example, there are some of Eastern's students who are pastors of churches in various parts of Kentucky, and who either commute to school or return to their churches on weekends.

The many beautiful religious programs by students and faculty throughout the year further attest the profoundly religious environment offered on Eastern's campus. The presentation of Handel's Messiah each Christmas offers a religious experience probably unexcelled anywhere for its beauty of rendition and its profound impact upon the human spirit. Literally thousands of students and faculty members have had the joy of participating in this program. Many thousands more have had the experience of listening to and of sharing in an experience that leaves an abiding goodness in the human heart. Similarly, the Hanging of the Greens, in dignified, but friendly, Walnut Hall offers an opportunity for an exalting experience both for the scores of students who participate and for the hundreds who come to share the experience. The Christmas program which follows the Hanging of the Greens is one of deep impressiveness. One who shares in any way in these programs and in the Easter Sunrise service realizes that Eastern is indeed a college of significant religious convictions, and that students of Eastern who so will may have the highest and best of religious opportunities and experiences.

Although not so deeply moving and not so obvious to those who pass Eastern's way, there are other religious activities which are just as profoundly significant for those who participate and for those who share. The quiet meditations at Vespers, the warm and kindly group meetings and discussions, the weekend retreats, and the social hours all speak of something wholesome and satisfying in rounding out a student's life. Thousands of Eastern's students have had these memorable Christian experiences while on

the campus. The Christmas party for Richmond's less fortunate children and the continuous helping at the Community Center and similar activities are living witnesses which show that Christianity finds expression also in being concerned about and sharing with others.

Sometimes the religious activities of Eastern's students lead them into many areas other than their own campus. There are always the calls for groups to give programs in churches far-removed from Eastern's campus. There are state and national conferences attended by representatives from the local organizations. Further, there are groups, other than religious organizations, which welcome representatives from the local organizations. Indeed, the effects of the religious life on Eastern's campus passes into the many avenues of life in many areas.

In addition to the effective and delightful services given to the campus organizations by the ministers of the local churches, many local church members give unreservedly of their time and effort to the Eastern students, especially in helping the groups to have the best possible opportunities within the local churches. The local churches are truly church homes to the students while they are at Eastern. The effectiveness of this help and cooperation is manifested in the students' placing their church membership in the local church during their college years.

In order that the religious experiences may be as nearly complete as possible, no opportunity for instructing and sharing is overlooked. To this end, the students bring to Eastern's campus the best qualified persons available for Religious Emphasis Week. During these days of emphasis, students meet in large groups for lectures, in small groups for discussion, in private session with one of the consecrated counselors who contribute their time and experience to helping others.

For all of the religious organizations and for all of their activities, the College provides rooms, meeting places, and any service that faculty and administration find it possible to offer for the encouragement and successful implementation of the religious life on Eastern's campus.

The Baptist Student Union



Organization Officers

First row left to right: Harold Smith, Betty Joyce Christian, Ann Ennis, Lou McNabb, Frances Milam.

Second row: Jerry Taylor, Wilma Brammell, Joyce Royalty, Jane Shaw, Rosalind Lewis, Bobbie Williamson.

Third row: Jack Forman, Shelby Crowe, Bob Snavely, Bufford Warren, Maxie LaMarr, Phyllis Counts. (Few of the officers were unable to be present for the picture.)



Ministers and Counselors

First row left to right: Mrs. Gleneva Ault, Mrs. J. E. Jones, Miss Willie Moss.

Second row: Robert C. Donaldson, Rev. Graham Gordon, Rev. E. N. Perry.

Third row: Professor Glen Wilson, Professor Alvin McGlasson, Rev. John Werner, Professor William Stocker. (Absent when picture was taken: Rev. Tinder, Father Poole, Mrs. Hurst, and Dr. Poore.)

Westminster Fellowship



Organization Officers

First row left to right: Overton Parrent, Whetzel Shepherd, Dolores Samson, Bert Bowling, S. Brown, Doris Mohr.

Second row left to right: Betty Brock Lawrence, Faye Marcum, Joy Kitson, Mitze Mueller, Pat Raker, Ann Helman, Rose Marie Rose.

Third row left to right: David Senn, Catherine Nagle, Mary Joyce Kelley, Jane Elder, Geraldine Pence, Wilma Athy. (A few officers were unable to be present for the picture.)



An Easter Campus Sunrise Service



A Wesley Foundation Choir in the First Methodist Church



**A Baccalaureate Service in
Hiram Brock Auditorium**



Christmas on Eastern's campus in the Student Union by the Y.M.—Y.W.C.A. Margaret Hall playing the trumpet, Harriet Harris and Nellie Mike carrying evergreen wreaths begin the procession of girls at the Hanging of the Greens.



THE NEWMAN CLUB

Row 1: S. Clark (Secretary), C. Gandolfo (Secretary), N. Rechin, C. Marino, P. Jones, R. Placucci. Row 2: D. Donaldson, J. Adams, D. Verich (Advisor), G. Pence, W. Myers, C. Nagle (President), M. Martin. Row 3: M. Gandolfo, G. McCall, J. Sutkamp, J. Rolf, D. Smith, C. Swauger, L. Sudkamp. Row 4: R. Weber, M. Moore, B. Keller, D. Creech, J. Mattingly, B. Kotula (Vice-President).

CHAPTER XVIII

PUBLICATIONS

By Roy B. Clark

The publications of an institution of higher learning reveal, to a certain degree, its aims, its interest, and even its personality. Such is true of Eastern Kentucky State College. Established for main objective of preparing teachers for the rural schools of the eastern half of the Commonwealth, it immediately discovered the importance of making itself known to its constituency. Through its earliest publication it presented necessary information to prospective students. Then as it became more firmly established, it began to furnish guidance to teachers in service and to prospective teachers on the campus. The growing complexity of the student body and its widening interests are revealed in the School's subsequent publications.

Eastern Kentucky Review

The first publication to be established and the only one continued without interruption from the beginning to the present time is the *Eastern Kentucky Review*. Its first number was issued in October, 1906, three months before the first student matriculated, and it announced itself as a quarterly and as the official organ of the Eastern Kentucky State Normal School. This issue gives an account of the establishment of the School, a list of the names of the Board of Regents, the location of the School, its buildings and grounds, the counties to be served, provisions for free tuition, conditions of admission, courses of study, the names of the first faculty, various items of cost to prospective students, and the privileges and responsibilities of the newly established Normal School. All of this was preliminary to the actual opening of the School.

Number 2 of the *Review* follows the same pattern as the first number but has a few additions. It lists entrance requirements and "exit" conditions. "The proper place at which to safeguard an institution is at the exit rather than at the entrance," it declared. This issue set forth the importance of professionalizing the class work — a policy that has been repeated and held up as an ideal throughout the first half-century of the School's existence. A significant announcement in this issue is the promise of statements of plain facts in future issues concerning, among other things, the sensitiveness of Kentuckians to the publicity of their state's "ulcer of illiteracy and educational defects." This second number also states that the first student to matriculate in the newly opened School was Miss Lily Ross, an appointee from Bracken County, who registered on January 14, 1907.

Numbers 3 and 4 of the first year of the *Review* are more specialized in their content. The former is the first of a series of summer school bulletins and is larger and more attractive in format than the other three numbers. It shows photographs of the campus as it appeared at the opening of the School and lists the names of the twelve members of the first summer school faculty. Number 4 is concerned almost entirely with a complete roster of students in the Normal School and in the Training School.

The *Eastern Kentucky Review* has dealt with a wide variety of subjects. When a new president was selected, one number was given over to his introduction, as when John Grant Crabbe was inaugurated in 1910. At another time a "Fruit Growing Number" was published. Still another number was devoted to "Farmers' Chatauquas." One issue was a "General Assembly Number," which furnished important information to the Kentucky legislators for January, 1912. One number (Volume 7, Number 2) was "The Regents' Rejoinder to the State Inspector's Report;" another was entitled "Home Economics Education," prepared by Misses Dix, Burrier, and Frazer; and a third was devoted to "Agriculture," evidently prepared by Professor G. D. Smith. Several numbers were issued as Extension Division bulletins. As would be expected, many issues were devoted to the rural schools and their problems and to the Training School and its objectives and activities. These numbers were usually prepared by the superintendent, Mr. R. A. Edwards, and the Training School staff. An occasional issue was used as an alumni directory. Sometimes a number was published as a yearbook or annual for the graduating class, as was Number 3 of Volume 6. This annual seems to have been issued regularly from 1911 to 1920, although not all the issues are available. After the discontinuance of *The Talisman* (described later) the *Review* took on, for a time, some of the functions of a student magazine and newspaper. The list of subjects discussed is of course not complete.

Another specialized issue was one that was called a "yearbook," which was the forerunner of the annual catalog. In 1910, Volume 4, Number 4, of the *Review* is entitled "Yearbook," and it definitely points forward to the catalog of the present time. It contains several campus illustrations, the names and descriptions of the subjects offered, a list of the faculty members, and a roster of all the students enrolled. Beginning with 1921, one issue (usually Number 1) has been published as the annual (sometimes biennial) catalog. That issue set the pattern which has been followed more or less closely in subsequent issues. Revisions since that time have been in the direction of greater accuracy, clarity, value to the student, and general attractiveness. The catalog for 1955-56, for example, has sixteen full pages of photographs of campus scenes and, for the first time, a list of professors emeriti.

Perhaps one or two recent developments should be noted here. One is the occasional publishing of a number of the *Review* devoted

almost entirely to photographs of college buildings, campus views, and student activities. These are very attractive issues and should prove to be important collectors' items to Eastern enthusiasts. Another is the issuing of one number of the *Review* as a "Schedule of Classes." This issue has shown considerable improvement in format and general attractiveness since Eastern's purchase of a Multilith printing machine. This annual "Schedule of Classes" was prepared and printed on the Multilith by the late Dr. Noel B. Cuff, who was Director of Personnel. It contained the calendar, general information, directions for freshman registration, the schedule of classes for both semesters, a diagram of the campus, and sketches and actual photographs of various buildings.

Announcements

Beginning May 1, 1931, a series of *Announcements* were issued. These were folders that performed many of the same functions that the *Eastern Kentucky Review* did; but they were simpler in form and less costly to publish, an item of importance during the depression years. Sometimes these announcements consisted merely of a sheet of paper folded twice. They were concerned with such topics as the military training program, Eastern's radio programs, a conference on professional relations, one on contemporary affairs, the Foster Music Camp, schedules of classes, etc. There is no complete file of this series, but it was published by volume and number up to 1949 at least. Sometimes the volume but no number is found on an issue. Sometimes there was a confusion in the numbering of the volume. For example, for the years 1940-1949 there is no way to distinguish the *Announcements* from the *Review*. An issue in the former series (Volume 31, Number 11, April, 1940) deals with a conference on rural education. Volume 31, Number 11, of the *Eastern Kentucky Review* is concerned with getting positions for the graduates and is entitled "Introducing Professionally Trained Teachers." This issue contains photographs of all the graduates of 1940 who had prepared themselves to teach. Again, since there is no complete file of either series, it is not always possible to place the issues in their proper series, especially since some of them give only the volume and are not labeled either "Announcements" or "Eastern Kentucky Review." If Volume 1, Number 1, of the *Announcements* is dated May 1, 1931, it is hardly possible for Volume 31, Number 11, to be dated 1940, especially since Volume 7 (no number), entitled "Contemporary Affairs," is dated April, 1939. There is also an occasional mis-dating and mis-numbering within the *Review* series.

The files are incomplete also of the *Alumni Journal* and the *Alumni News Bulletin*. Only Volume 1, Number 3, and Volume 2, Number 1, of the *Journal* and only Volume 2, Number 2, of the *Bulletin* were found. Number 3 of Volume 1 of the *Journal* (May, 1937) contains articles by various alumni and seems to have been designed to stimulate interest in the Alumni Association. It was edited by Mr. Sam Beckley, who at the time was Assistant Exten-

sion Director at Eastern. The other issue of the *Journal* mentioned (November, 1937) and that of the *Bulletin* (October 28, 1938) are concerned with Eastern's Homecoming Day. It is, of course, very probable that copies of many other issues are in existence somewhere.

The Student

Student publications began at an early date in the history of the institution. *The Student*, the first issue of which is dated January, 1908, was to be published every month except August by the students of Eastern Kentucky State Normal School. Although the first issue is in the form of a four-page newspaper, it was made up entirely of original essays, orations, and poems. This publication soon changed to a magazine in form, but it really performed the function of a school paper somewhat like that of the present *Eastern Progress*. Its makeup was fairly attractive, and it was well edited. Although the first issue carried no advertising, subsequent issues gave considerable space to that feature. Miscellaneous articles, news, jokes, announcements of social events, and occasional creative selections made up the body of the magazine.

Certain issues each year took on special functions. *The Student* (probably for July), 1912, was in reality the senior annual or year-book, as was also the corresponding one for 1913. The latter issue, especially, has very good photographs of the members of the faculty. There was a special Christmas number also. That for 1913 contained two stories of a creative nature. The issue for April, 1915, carried an address given at chapel time by "Willie" Moore entitled "The Challenge of Progress." In the issues of the last two years of its existence (1914-1915) more original writing appeared than in earlier years. Contest-winning essays and orations and short fictional narratives are frequently found. But generally speaking, *The Student* was an all-purpose school paper that reflects for our time the student life of those early years.

The Student continued until the June, 1915, issue, and was succeeded by *The Talisman*, which first appeared in October of that year. It seems to have been a continuation of *The Student*, for it contained the same features and used some of the old slugs to head the features. The number for January, 1917 (Volume 10, Number 4), was devoted almost entirely to Kentucky folklore and superstitions. The last issue that could be found is dated February, 1917.

Eastern Progress

There seems to have been a gap in student publications between the last issue of *The Talisman* and the appearance of the *Eastern Progress*. The first volume of the latter on file in the Crabbe Library is Volume 5 (September 19, 1927, to August 10, 1938). The *Progress* was therefore probably begun in the autumn of 1922. This publication has been issued without interruption up to the present time. It is printed semimonthly or every two weeks, but occasionally it has been brought out less frequently. Sometimes the editors and interested students have wished to make it a weekly

paper, but thus far no such change is actually contemplated. It is the official college paper for the students and also for the E.K.S.C. Alumni Association.

The editor or editors of the *Eastern Progress* are selected ultimately by the president of the College. The current editor or editors and the faculty sponsor recommend to the president one or more students who would be suitable, and the president makes the final selection. The sponsor is usually the teacher of the class in journalism; and for many years, with some interruptions, Mr. W. L. Keene of the English Department has acted in that capacity. The paper has almost always been printed by the Richmond *Daily Register*. Formerly there was a paid subscription list, but in recent years the subscription has been included in the incidental fee each student pays; and it is sent to all active members of the Alumni Association, that is, to all who have paid their membership dues. The College appropriates a certain sum of money each year for its operation. The editor or editors receive a stipulated sum for their services, and the business manager receives a percentage of the money paid by the advertisers.

The scope of the paper includes the various departments of a college paper—news, editorials, social events and club news, athletics, special features, alumni news, advertisements, and an occasional original poem or short story. Sometimes the form of the paper has been made up entirely by the editorial staff, a dummy having been prepared and sent to the printers. At other times the material has been submitted to the printers, and the format left to them. The amount of work put into the actual making up of the form depends on the initiative and aggressiveness of the editors and the wishes and demands of the printers. During the college year 1954-1955 a complete dummy was sent to the printer and the actual printing supervised or watched closely by the editors. But whatever practice is followed, the students are given practical experience in journalism.

Although the *Eastern Progress* is not an entirely uncensored student publication, it nevertheless represents the voice of the students. The faculty sponsor and the president of the College act as a restraint on the more zealous and extreme students by reminding them of the principle of good taste. In the past the *Progress* has been instrumental in improving conditions that affected students adversely and in correcting abuses that developed among the students; and suggestions to the administration and the faculty have been constructive. As stated before, many of the students have wished to make it a weekly paper, but the difficulty and expense of having it printed have kept it thus far a semi-monthly or biweekly periodical.

The Milestone

Another student publication that has had continuous existence since its beginning (1922) is the *Milestone*, the student annual edited and made up by the senior class. The only interruption—if it may be called such—occurred during World War II, when an

issue of the *Eastern Kentucky Review* (Volume 34, Number 2, May, 1944) was published under the title "Life at Eastern" by the Eastern Photo Club under the sponsorship of Dr. Harvey H. LaFuze, head of the Department of Biology. Previous to the *Milestone* there had been no regular student annual. Some issues of the *Eastern Kentucky Review* were concerned mostly with graduates, as were also some numbers of *The Student* and *The Talisman*, as have already been pointed out. In 1910 the *Bluemont* was issued as a distinct student annual, but no other issue is to be found.

The production of the *Milestone* is the responsibility of the senior class. Since its beginning it has followed the general pattern of college annuals and contains the usual features—Dedication, Administration and Faculty, Senior Class, Junior Class, Sophomore Class, Freshman Class, Athletics, Societies and Clubs, R. O. T. C. (since its establishment), Student Life (consisting of snapshots), and Campus Scenes. Because it is made up almost entirely of pictures, the quality of the annual is dependent chiefly on the quality of the photographs, although, of course, the taste of the editorial staff is shown in the selection of pictures.

As has been the practice in the editing and publishing of the *Eastern Progress*, there was from the very beginning a faculty adviser for the *Milestone*. The first sponsor (in 1922) was Mr. G. L. McLain, who at the time was principal of Model High School. From 1923 to 1941 inclusive, the late N. G. Deniston was the adviser—with one exception, that of 1934, when Mr. R. R. Richards occupied that position. From 1942 to 1949 inclusive the sponsorship seems to have fallen to the faculty adviser of the senior class. Since 1950 inclusive, Dr. H. H. LaFuze has been the regular adviser.

Since it is a type of publication that is very costly to produce, various methods have been used to finance it. Sometimes it was issued entirely on subscription, with the cost of the cuts and the final cost of the volume borne by the subscriber. At one time students, faculty members, and clubs paid for their cuts, and then students and faculty members were charged a nominal sum of \$1.50 for the book itself. For a time students paid for their volume by an incidental fee at registration and faculty members by subscription. During recent years and at the present time (since 1949), each student is required to pay a fee of \$6.50, which includes all costs to students and organizations and the cuts for the faculty members. A member of the faculty who wishes a copy must subscribe for it. The College itself buys a limited number of copies.

Belles Letters

Another publication, more limited in scope than the *Progress*, is the literary magazine *Belles Lettres*. This was first issued in the spring of 1935 under the editorship of Robert Rankin, a member of the Canterbury Club. Dr. Roy B. Clark, who was head of the English Department and sponsor of the Canterbury Club, was the adviser to the editorial board from the beginning to his retirement in 1954. The magazine was issued as an annual volume in the spring of each year until 1952, when attempt was made to publish

two numbers a year, one in the autumn and one in the spring of the succeeding year. But since the contributions were limited, the two issues were discontinued; and in the spring of 1955, *Belles Lettres* was back on an annual basis.

The publication of this magazine was begun for the sole purpose of giving students an outlet for their attempts at creative writing, and throughout the years it has adhered to that purpose. The aim has been to have as many students as possible contribute and still to maintain a reasonably high literary and compositional standard. An editorial board consisting of editor-in-chief, assistant editor, and business manager is selected each year by the Canterbury Club from the membership in that club. The sponsor is the head of the English Department and also the sponsor of the Canterbury Club. The editorial board selects and arranges the material, and the Canterbury Club publishes the magazine. *Belles Lettres* carries no advertisements and is financed entirely by the sale of the magazine to students, members of the faculty, and other interested friends. It has been the constant hope of the editorial board and the Canterbury Club that more students will contribute, so that the magazine might be enlarged and made more significant as a literary periodical.

Miscellaneous

In 1953 a new series of issues of the *Eastern Kentucky Review* was inaugurated in the form of a handbook for students. Published at first as "Facts for Freshmen," it has since been issued as the "Student Handbook." It consists of a body of important information for new students, chiefly for freshmen, of course. The last issue contains such topics as the president's introduction, the calendar, general directions, specific important information for student guidance, recreation, class organizations, the Student Association and Student Council, clubs, athletic schedules, and Eastern's best known songs. The plan is to make it an even more valuable handbook of information for students. It is compiled and edited by Dr. R. E. Jagers of the Department of Education.

Other publications are more or less incidental and cannot be classified under a series. Several illustrated folders were issued from time to time for various occasions. The first of such that was found was for the 1914 Summer School, which was a sixteen-page illustrated folder. There was an "Official Book of Songs" edited by Mr. John Orr Stewart, Jr., which was undated. In 1928 a "Library Number" prepared by Miss Mary Estelle Reid was published, presumably in the *Eastern Kentucky Review* series but not so listed. In May of the same year "Rural Education in Madison County" came out. This was a survey made by Mr. R. E. Jagers and Dr. W. C. Jones. Also in that year "A Manual for Observation and Method," prepared by the Training School staff, was issued, and this was revised the next year. In 1939 a "Syllabus for the Fundamentals of Secondary Education" was prepared by Mr. R. A. Edwards, which contained a "Code of Ethics for the Teaching Profession in Kentucky" (adopted by the Kentucky Education

Association that same year). In 1942 appeared a detailed "Report of the Training School Committee" to the American Council on Education. This report grew out of a study of Eastern made by the Commission on Teacher Education and was one of a series of all aspects of that study but the only one actually published. A collection "Songs of Eastern," undated but still in use, was compiled by Mr. James E. Van Peurse, head of the Department of Music. This contains the four most familiar songs of Eastern—the official "Alma Mater" song by Nancy Evans, an alumna of Eastern, and Miss Jane Campbell of the Music Department; the "Marching Song" by Mrs. Helen Hull Lutes; "Yea, Eastern!" by Mary Katherine Burns, also an alumna, and Mrs. Lutes; "Hail, Hail Eastern Maroons!" by Frank Wilcox, an alumnus, and Mr. Henri Schnabl, a former faculty member. Mr. Van Peurse composed the accompaniment for one or two of these.

The first comprehensive history of Eastern was *Three Decades of Progress*. This book of 365 pages was prepared by various members of the faculty under the general editorship of Dr. J. T. Dorris and published in May, 1936, as Volume 29, Number 1, of the *Eastern Kentucky Review*. About 3000 copies of this book were printed and bound in both paper and hard covers. It was widely distributed. Ten years later *The First Forty Years of the Training School* came out, compiled and written by Mr. R. A. Edwards. This book consisted of copies of previous bulletins on the Training School, Mr. Edwards's chapter on that school in *Three Decades of Progress*, a typewritten chapter on its history from 1936 to 1946, and a list of all the graduates of Model High School up to 1946.

Conclusion

This brief survey seems incomplete for two reasons. First, space does not permit fuller descriptions of the publications. Second, it is almost certain that there have been some omissions, perhaps not of any series but of individual issues. Moreover, no attempt was made to mention individually all the known special issues. Complete files of all the various publications are not available. Besides, information is lacking on when and in what circumstances some of the most important series were authorized. It would be interesting to know, for example, whether the faculty or the president or the regents authorized the publication of the *Eastern Kentucky Review*, that continuous series which, chameleon-like, assumed various forms as well as colors. The only complete files of Eastern's periodicals are those of the *Milestone* and *Belles Lettres*, and they are both annual publications. Moreover, it is difficult for the library to keep a complete file of the *Milestone*.

Two suggestions are here offered (if they are in order) for future practice. First, that a concerted effort be made to make as complete as possible the files of all series already published. Second, that for the sake of future information, of *all* publications of the college at least two copies of each issue be filed and cataloged in the John Grant Crabbe Library, and that one copy be placed

where it is not available to the college personnel except by special permission. These suggestions are made on the assumption that what is worth publishing is worth preserving for posterity.



The Eastern Progress Staff, 1955-1956

CHAPTER XIX

THE ALUMNI ASSOCIATION

By Mrs. Mary Frances McKinney Richards
and Mrs. Frankie Deniston

From a class of five young women who were mailed their two-year diplomas in 1907 to a class of 553 who were graduated with Bachelor's or Master's degrees in 1956—that, in one sentence, is the story of the growth of Eastern's Alumni in the first fifty years of her history.

The Alumni roll of Eastern Kentucky State College now totals 6324 different individuals who are classed as Alumni under the present Alumni Association constitution. This constitution lists as Alumni the following groups:

1. All who received a diploma, upon completion of the required two-year curricula, from Eastern Kentucky State Normal School or from Eastern Kentucky State Teachers College and Normal School, 1907-24.
2. All persons who have received A. B. or B. S. degrees from Eastern Kentucky State Teachers College, or Eastern Kentucky State College, 1925-56.
3. All persons who have received M. A. degrees from Eastern Kentucky State Teachers College, or Eastern Kentucky State College, 1924-56.

Many individuals hold both a two-year diploma and a Bachelor's degree, or both Bachelor's and Master's degrees. A few hold membership under all three classifications.

Organization And Early Years

The Alumni Association of Eastern was organized on July 12, 1909 when the "diploma" class of that year met and formed the Eastern Kentucky State Normal School Alumni Association, at what proved to be the first of a long series of Alumni banquets and dinners. Only fifteen diplomas had been granted previous to that time, five in 1907, ten in 1908. There were eleven members of the class of 1909, so the young Association had a possible membership of twenty-six.

Mr. H. Dudley Starns, now of Lexington, Kentucky, president of the class of 1909, was made the first president of the Association. Other officers of the class of 1909 who took the same offices in the Association were Mr. S. B. Chandler, now S. B. Chandler, M. D., Morgantown, West Virginia, Vice President, and Miss Elizabeth W. Morgan, Secretary.

The Alumni Association and the College will always be indebted to Mr. Leslie Anderson of the class of 1909, now of Texar-

kana, Texas, for preserving and presenting to the College and the Association many valuable early records. Since the first formal commencement program was held on July 13, 1909 and Mr. Anderson was the first alphabetically on the class roll, he became the first person to receive a diploma on such an occasion at Eastern. He has presented to the College and the Alumni Association this diploma (framed), his teacher's certificate (framed), a copy of the first commencement program, a picture of the first Alumni Banquet and a copy of the first Alumni Banquet Program. The "Banquet" was served in the Old Walter's Institute Building, which was at that time being used as the library. These programs were hand-lettered and tied and contained, in addition to the roll and a picture of the class of 1909, the following program and menu—

"Now good digestion wait on appetite,
And health on both."

MENU

Consomme	
Broiled Chicken	Rolls
Potato Chips	Lemon Ice
Salad	Country Ham
Beaten Biscuit	
Ice Cream	Cake
Black Coffee	

TOASTS

Ye Pedagogue

Mr. E. C. McDougale:

"And still they gazed, and still the wonder grew,
That one small head could carry all he knew."

Our School

Mr. Harry Lincoln Davis:

"Still sits the schoolhouse by the road."

The Women of the Graduating Class

Mr. W. J. Grinstead:

"And yet believe me good as well we ill
Woman's at best a contradiction still."

The Men of the Graduating Class

Miss Margaret Durward:

"Man

Thou pendulum betwixt a smile and tear."

A Word From our Summer Guest

Mr. M. B. Hillegas:

"All words are pegs to hang ideas on."

Our Classmates

Mr. Cam L. Holbrook:

"We clamb the hill thegither;

And many a canty day, John,
We've had wi ane anither."

The Future of the E. K. S. N.

Hon. J. A. Sullivan:

"For I dipt into the future, far as
human eye could see,
Saw the vision of the world, and all
the wonder that would be."

L'Envoi

Miss Katherine E. Forster:

"Good-night, good-night: Parting is such
sweet sorrow
That I shall say—good night till it
be morrow."

Toastmistress—Dean Virginia Spencer

Following this early and promising beginning of the Alumni Association, which is recorded in *The Student*, Vol. 2, No. 11, dated July, 1909, there are no known formal records of the organization until 1926. There are only fragmentary and infrequent references in other issues of *The Student* and the *Eastern Kentucky Review*, early publications of the School.

On page 26 of Vol. 4, of the *Eastern Kentucky Review* for July, 1910 appears the following: "The Alumni Association is destined to prove a great factor in the fostering of Normal spirit, and in the upbuilding of a Greater Normal. Its influence is already potent throughout the State. The Association holds an annual Banquet and Reception during Commencement week." From the records in these publications we learn that the Association began in 1912 to hold a business meeting, usually at 4:00 o'clock in the afternoon preceding the reception and banquet at 8:00 o'clock in the evening. These most often followed the Commencement program on the morning of that same day.

From these records and from published copies of the commencement week programs in which the announcements of the Alumni Reception and Banquet were followed by the notation "By card only", the inference is that the school probably was host to the graduating class, the faculty and the few alumni who returned for such occasions, and also that the activities of the Association in the business meetings were probably limited to the election of officers and minor business matters.

K. E. A. Dinners and Breakfasts

In 1926 Eastern began the custom of holding a K. E. A. Banquet. These were held at the Kentucky Hotel in Louisville and from the beginning had a good attendance of 153 in 1927 and 171 in 1928.

These dinners were discontinued and an Eastern K. E. A. Breakfast was begun in 1934. With a few exceptions, during the

war years, these breakfasts have continued to be served during the K. E. A. sessions each April in the Roof Garden of the Brown Hotel in Louisville. In 1944 the K. E. A. met in Lexington, and Eastern's breakfast was served in the Lafayette Hotel with 225 present. There was no breakfast in 1945, and in 1946 this program was moved back to the former location in the Roof Garden of the Brown Hotel. The Alumni Office has for many years done the promotion work for the K. E. A. breakfast and shared the responsibility for the Eastern Headquarters booth in the Brown Hotel during the K. E. A. sessions in Louisville.

Constitutions and Alumni Staff

The year 1926 marked two other events of importance to the Association. The first constitution of which we have a copy was written that year under the Chairmanship of Miss Mary Floyd. But the Association and its program were both growing rapidly, necessitating many changes, so that this constitution was replaced in rather quick succession by two others. One in 1929 was written under the chairmanship of Mr. Judson S. Harmon and another in 1935 under the guidance of Dr. W. J. Moore. This latter document was amended four different times between 1935 and 1947.

In 1952 a committee, under the leadership of Mr. J. D. Turley, wrote these amendments and other desirable and necessary changes into the present constitution.

The year 1926 also saw the appointment of the first Campus Alumni Secretary when President T. J. Coates of the College designated Mrs. Melba W. Carter to help with the K. E. A. Banquet, the Alumni Banquet at commencement time and to collect the annual membership fee provided by the 1926 constitution. Mrs. Carter served in this capacity until June 1, 1929. Seven paid members were listed at that time.

Miss Mary Floyd then accepted the responsibilities of Secretary-Treasurer for one year, and was replaced by Mr. R. R. Richards, who served from June, 1930 to June, 1932. Miss Lucille Derrick, who was then a member of Eastern's staff, was made Secretary-Treasurer for the year 1932-33. In June, 1933 Mr. Richards was again appointed Secretary-Treasurer. He served until replaced by Mr. Sam Beckley in June, 1936.

Mr. Beckley, who was Assistant Director of Extension and Public Relations, was the first officer given the title of Executive Secretary under the new (1935) constitution. He was also the first Secretary who had the office space and the secretarial help to establish an Alumni Office. He set up the present system of alumni records in the present Alumni Office, Room 17 of the Administration Building. He and his secretarial assistants provided files for records of addresses, membership (dues), personal data, training records (after leaving Eastern), experience records, and individual folders for clippings, etc.

The geographical files, the cross index system for all records and the addressograph plates for every graduate of Eastern from

1907 through 1936 was established then, provided the graduate could be located and the necessary information made available.

When Mr. Beckley was called into military service in June, 1942, Miss Mary F. McKinney was appointed Acting Secretary to serve during his absence. When, after the war, Mr. Beckley took another position and did not return to Eastern, Miss McKinney was made Executive Secretary in 1946.

Two members of the regular secretarial staff of the College, Miss Louise Broaddus and Miss Lois Colley, helped Mr. Beckley with the original establishment of the alumni records. After Miss Broaddus was made Recorder in the Registrar's Office in 1942 and Miss Colley became Secretary to President W. F. O'Donnell in 1948, the Alumni Office work was done until 1952 by students and the wives of students. Chief among this group was Mrs. Virginia Clark, who was office secretary for over three years. In 1952 Mrs. N. G. Deniston, a regular college staff member, was made Assistant to the Alumni Secretary and is still serving the Alumni and the College in that capacity. Since 1936 the Alumni Office has always had the part-time services of one or more students who helped with stenographic and mailing room work. Many Alumni now widely scattered have said they are more appreciative of Alumni services because of their student-day work in helping with those services.



**Mrs. Mary Frances (McKinney)
Richards, Geography, Executive
Secretary of the Alumni
Association.**

Year	President	1st Vice President	2nd Vice President
1927-28	T. W. Skinner '25	Lee Pelley '27	Sara Arbuckle '26
1928-29	Ira Bell '28	K. C. Goodman '28	R. T. Jacobs '30
1929-30	R. R. Richards '29	Susan Helm '29	Emma Ross '26
1930-31	Robert Smith '29	Hazel Broadus '30	T. W. Skinner '25
1931-32	R. K. Salyers '29	Bess White '26	Lillian Wells '26
1932-33	Coleman Reynolds '29	Kenneth Marshall '31	Gayle Starnes '32
1933-34	Gayle Starnes '32	Kenneth Marshall '31	Sara Arbuckle '26
1934-35	Lillian Cox '33	Robert Martin '34	Zelda Hale '32
1935-36	Fleming Griffith '32	E. C. Mullins '25	Mrs. Ismael Triplett '25
1936-37	David McKinney '29	Nell Pelphrey '31	Glenn Underwood '35
1937-38	George L. Evans '33	James A. Caywood '32	Arlene Young '33
1938-39	Judson Harmon '28	Colonel Hammonds '30	Stella Ward '29
1939-40	Edgar Arnett '23	James A. Caywood '32	Katherine Carrell '36
1940-41	James A. Caywood '32	Nancy Lohn '37	Robert Martin '34
1941-42	Grace Champion '37	William Cheek '32	H. H. Mills '13
1942-43	Elizabeth North '26	J. D. Turley '34	Ed G. Hill '35
1943-44	J. D. Turley '34	Claude Farley '28	Sue Scrivner '31
1944-45	Nora Mason '42	Ishmael Triplett '27	Mabel Kirkland '33
1945-46	Minnie Gibbs '36	Mildred Dickerson '42	Layton Howerton '37
1946-47	J. E. McConnell '38	Arthur Dickersham '40	Willa Selvey '41
1947-48	Dale Morgan '39	Wyatt Thurman '41	Mary S. Brock '42
1948-49	Claude Harris '41	Fleming Griffith '32	Cordie Lee Anderson '37
1949-50	H. D. Fitzpatrick '42	George W. Durr '39	Louis Power '47
1950-51	Ben Hord '33	Madeline Corman '45	Eugene Rall '47
1951-52	Paul Bunton '48	Homer Ramsey '39	Mary K. Ingels '37
1952-53	Edward Gabbard '46	Homer Ramsey '39	Mary K. Ingels '37
1953-54	Otwell Rankin '38	Ida Teater '47	Norman McGuffey '49
1954-55	Owen F. Cammack '36	Mrs. Brack Maupin '39	Joseph A. Shearer '39
1955-56	Ted C. Gilbert '39	Olive Faries '41	Rozellen Griggs '43
1956-57	Florence Champion '39	Earl T. Henderson '35	John E. Robinson '39

The Alumni Association now has no record of the officers who served the Association between 1909-10 and 1926-27. After the latter date more complete records are available. Following is the list of officers since 1926:

Alumni Programs

Fall "Homecomings" began to be observed at Eastern in early 1930. The Alumni Association now sponsors many of the Homecoming activities—Homecoming Dance, Registration, Homecoming Barbecue, Teas or Coffees or other social activities. The Alumni Office also acts as coordinator for other parts of the Homecoming program—the football game, the parade of floats sponsored by campus organizations, etc., and does the promotion work.

The Alumni Association still holds the annual Alumni Dinner at commencement. Though these were discontinued for three of the war years, 1943-45, due to restrictions on travel and food, they are now a part of Alumni Day and held regularly on the Saturday preceding Baccalaureate near the last of May. In 1932, Miss Lucille Derrick, who was then the Alumni Secretary, began the custom of inviting the twenty-five graduates back to the campus as guests of the Association for a class reunion. This policy is still in effect and has been enlarged and promoted by the present Alumni Board of Directors.

At Commencement in 1957 the Alumni Association is promoting the first Fiftieth Anniversary Reunion. It is planned to award fifty-year members of Eastern's Alumni Association gold pins, signifying the Association's appreciation of their fifty years of loyalty to the College.

In 1930, under the leadership of Miss Mary Floyd, the Alumni Association commissioned Mr. Sudduth Goff of Chicago to paint an oil portrait of the late President T. J. Coates. Mr. Goff made the Association a special price of \$500.00 for the excellent portrait, which now hangs in the lobby of the Administration Building that bears President Coates's name.

During the war years, 1941-46, the Alumni Association mailed the bi-weekly *Eastern Progress* to over a thousand men and women of Eastern's Alumni, former students and faculty. These included every man and woman in the Armed Forces for whom the office could obtain an address. For two years the work of mailing these papers was done gratis by a group of young Eastern students who called themselves "The Eastern Service Organization." The Alumni Office corresponded with most of the service men. The staff tried to answer every letter received and many men wrote to express their appreciation for the *Eastern Progress*. Alumni correspondence files for those years include letters from the beachhead at Anzio to a fox hole on Iwo Jima and from nearly every place on land or sea where the Armed Forces of the United States served in those years. Three overseas "Alumni Clubs" were formed by groups of Eastern men who were serving in the same areas—The Iceland Eastern Alumni Club, The Trans-Rhine Eastern Alumni Club No. 1, and the Japan Eastern Alumni Club (during the first year of the occupation of Japan).

The Alumni Association also made up and has preserved Memorial Albums, containing the pictures and personal information

on each of the Alumni, faculty and former students who lost their lives in World War II.

In 1956 the Alumni Association purchased a bronze plaque, 24"x18", to be placed in the lobby of Keith Hall, a new dormitory for men, first occupied during the fall semester, 1955. This plaque reads, "Keith Hall, In Honor of Anna Dickson Roe Keith, 1881-1852, Director of Men's Residences, and Charles Alexander Keith 1883- , Dean of Men, For Over Forty Years of Service to the Men of Eastern."

Also in 1956 the Alumni Association made its first Outstanding Alumnus award. This consisted of a scroll presented the alumnus and of a bronze plate with name and date placed on a walnut plaque large enough to hold twenty-five such names. This award is made annually at commencement time.

Since 1940 the Alumni Office staff has written an Alumni news column for each issue of the bi-weekly college newspaper, the *Eastern Progress*, and mailed a copy of each issue to members of the Association.

Alumni Clubs

The Eastern Alumni Association has had a number of Alumni Clubs. The number and size of these clubs have varied from time to time. The oldest is the Northern Kentucky Eastern Club, which has had a consistently active organization for a quarter of a century. The Louisville Club is the second oldest club that has maintained a permanent and active program. Both clubs have at least two programs each year, which are usually social in character, as well as informative or inspirational. They are usually attended by several faculty members from the College. These clubs have had consistently fine and loyal leadership throughout the years from Alumni in those areas.

At various times the following Alumni Clubs have been organized and functioned for long or short periods: Pikeville, Harlan, Breathitt County, Central Kentucky (meets at Lexington), and Eastern Kentucky. The last mentioned was really not a club but a meeting (usually a dinner and social) held during the fall meeting of the Eastern Kentucky Education Association at Ashland each year. Because of the widely scattered Alumni in these groups they have not been able to maintain as consistent an organization and program as the older two clubs. All clubs operate under constitutions that relate them and their programs to the Alumni Association and are approved by the Executive Committee of the Association. Clubs that are three years old and have twenty-five regular members have a representative on the Executive Committee of the Association.

The Association established in 1942 another Alumni Club, one "without dues or duties". This is the "Junior Alumni Association" to which any child of an Eastern graduate may belong by simply furnishing the necessary information to the Alumni Office. Membership cards are mailed upon receipt of birth announcements and other greeting cards are sent "Junior Alumni."

The Alumni

Eastern was established as a "Normal School" for the training of teachers. The word, "Teachers", was not finally dropped from the name of the College until 1948. Even since that time, the training of teachers has continued to be the major role of the College.

However, the first four classes of Eastern (1907-10) whose members call themselves "The Pioneers", set the pattern for all future Alumni since from that group came successful men and women in many fields of endeavor, in addition to outstanding class room teachers. The "Pioneers" are found in medicine, business, educational supervision and administration, farming, law, the ministry, homemaking and government service. The classes that have followed the Pioneers, not only served in all these fields, but they have added many other areas of work in which they serve in every State in the Union and in many foreign lands on nearly every continent.

Eastern has eminent men and women now in military service (all branches and some with high rank), dentistry, accounting and auditing (with many Certified Public Accountants—C.P.A.'s), writers, scientists (chemistry, physics, mathematics, biology, meteorology and interrelated sciences), politicians (including a Representative in Congress, a candidate for Governor, many State Representatives and Senators), musicians, missionaries, artists, salesmen, librarians, public relations men, many types of business, bankers, insurance (many Chartered Life Underwriters—C.L.U.'s), construction, real estate, retail and wholesale merchants, etc.

The education group includes thousands of fine class room teachers, in addition to high school and elementary school administrators and supervisors, college instructors and deans, a Superintendent of Public Instruction for the State of Kentucky, and most other positions in the school world. Many of these men and women hold the highest earned degrees offered by colleges and universities and many have had one or more honorary degrees conferred by various colleges and universities.

The College and the Alumni Association published in late 1956 an *Alumni Directory*, listing every graduate of the first fifty years. If the information was available, the *Directory* gives his or her academic training, professional title, present address and occupation (except for those deceased). The *Directory* was prepared by the author of this chapter (the Executive Secretary of the Alumni Association) and her Assistant, Mrs. Frankie Deniston.

Following is a table worked out by the Registrar's Office, giving the distribution of the degree graduates of Eastern by the departments in which they majored.

Distribution
of Degrees
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Eastern

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Part II
CURRICULAR
CHAPTER XX
ORGANIZATION OF INSTRUCTION
By Roy B. Clark

When the Eastern Kentucky State Normal School was established, there seems to have been no definite plan of organization into departments. Having been organized to prepare rural teachers in eastern Kentucky, it stressed the teaching of review courses in the common school subjects, although there were exceptions to this general rule. The personality and special field of certain members of the first faculty resulted in the teaching of subjects that are now regarded as of high school or college level. Latin is an example of this tendency. Many of the early instructors taught two or more subjects in unrelated fields.

It was not until 1910 that the yearbook (*Eastern Kentucky Review*, Volume IV, Number 4) listed the various fields of instruction by departments. In this volume we find Education, Mathematics, English, History and Civics, Latin, Physics and Chemistry, Biology, Agriculture, Geography and Geology, Modern Languages, Music, Manual Training, and Physical Education. In 1912 a Department of Expression is mentioned. Although almost all departments had only one member, the ranks of professor, instructor, and assistant are recognized in the yearbook. When the Normal School in 1912 became by legislative act also a teachers' college, the instruction was more definitely organized into departments, with Art as an added department.

These departments remained in about the same status for the next eleven years. At the beginning of the school year September, 1932, President H. L. Donovan, in an attempt to reduce the large number of departments and better integrate the work of the College, instituted divisions as organizational units. Accordingly eight divisions were recognized and a chairman for each division was appointed. Approximately once a month divisional staff meetings were held, over which the division chairmen presided. The original eight divisions were Applied Arts and Sciences, Fine Arts, Biological and Physical Sciences, Education, Health and Physical Education, Languages and Literature, and Social Sciences. In 1936 a ninth division, Military Science and Tactics, was added when the R. O. T. C. (Reserve Officers Training Corps) was established at Eastern.

For about ten years the courses of instruction were listed in the catalog by divisions, but the departmental organization was retained in the course titles. In 1942, however, the catalog recognized the divisions in a one-page "Faculty Organization," and the courses were printed by departments alphabetically. This plan has been followed to the present time.

The purpose for which the divisions were instituted has been achieved only partially. Although the staff meetings by divisions may have helped to make the faculty somewhat group conscious and actually have presented common problems, there has been little or no actual intergration of instruction. There are at least two reasons why more progress has not been made. The first is that the concept of departments has long been in the minds of college faculties. Another is that in some of the divisions there are too many diverse elements. It is difficult to see, for example, any organic unity in the Division of Applied Arts and Sciences, which includes Agriculture, Commerce, Home Economics, Industrial Arts, and Library Science. There is a certain organic unity in the Division of Education, or of Mathematics, or even of the Fine Arts. But the integrating of the courses of instruction by divisions is still in the future, and the divisional organization remains more or less superimposed.

A brief summary of the development of each department follows. Because of the importance of the departments in the field of instruction, it seems best to treat each one separately rather than as a part of a division. These will be presented alphabetically.



Dr. Roy B. Clark,
Professor Emeritus since 1954

CHAPTER XXI

AGRICULTURE

By William Stocker

From the time that the Agriculture Department was established in 1911 until 1950, Eastern offered both a major and minor in Agriculture. The number of semester hours required to earn this major was about thirty, and for a minor, eighteen. Soon after World War II, the requirement for a major was increased to sixty semester hours of Agriculture to fulfill the requirements of the Smith-Hughes Act, which provides for the training of Vocational Agriculture teachers. These teachers are prepared to teach Agriculture in the high schools of the State under the supervision of the University of Kentucky. After four years of this expanded program, Eastern, in 1950, entered into an agreement with the University of Kentucky whereby students would get their first two years of training at Eastern and their last two years at the University. This move seemed advisable, because offering so many hours of Agriculture was expensive and represented a duplication of effort with the University, a short distance away. The Agriculture Department does continue to provide upper division courses for the convenience of students who plan to graduate at Eastern with a field or a minor in Agriculture.

All courses in Agriculture given at Eastern now constitute a part of the regular program of instruction of the College of Agriculture and Home Economics of the University of Kentucky, and they carry both course and residence credit toward the degree of Bachelor of Science awarded by the University.

Other information relating to Agriculture may be found in Chapter X, Agriculture and Stateland Farm.



Prof. George Gumbert.
To Eastern in 1922 in Agriculture.
Deceased, 1954

CHAPTER XXII

ART

By Fred P. Giles

The Department of Art in Eastern Kentucky State College has its roots in the early years of the College, though public opinion in Kentucky of what art really is in a curricular organization was not very conducive to any inclusion of art as a required part of a course in those early days. The very first mention of art was in the *Eastern Kentucky Review*, October, 1906, under the name of Henrietta Ralston, Drawing. It was thought to be only for the very talented, if indeed any thought was rendered, or it was only a frill or extra activity reserved for young women who wished to follow grandmother's inclination and paint pretty little pictures, or decorate pieces of china, which all too often was merely copying dainty little things and applying them to paper, canvas, or china.

In the printed art bulletin of July, 1907, appears the following: "Drills in Vocal Music, Penmanship, and Drawing are designed in the State Certificate Course to fit the student for teaching these subjects successfully in the public schools." Talented students, apparently, may have been interested in taking art, though the subject was not required.

In 1908, a change of teachers brought change in the description of the art course. Miss Lora B. Nims taught Music and Drawing, but the catalog of the period gives no clue as to how the class work was done.

In April, 1910, Miss Flora Carpenter is mentioned as the teacher of art. She seemed to be responsible for three daily classes in free hand drawing, each fifty minutes in duration. She also conducted a fourth class in Advanced Water Color and Illustration. Miss Carpenter remained only a short time, and in September, 1910, Miss Maude Gibson appeared on the scene as art teacher.

Miss Gibson was confronted with many obstacles, such as inadequate room space, lack of materials, no equipment, and absolutely no budget from the School. Nevertheless, a great many students took art. There were classes in painting, drawing, design, pottery, and china painting. These courses were all taken principally by students who had artistic inclinations and who wanted to develop their talent. The students liked to decorate their own homes with their work. It was art for art's sake more than anything else. There was no thought of art education being in the curriculum of the School, apparently, except on the basis of

merely an extra scholastic activity, a frill, or a cultural course which "finished off" an education.

Miss Gibson added much emphasis and interest in painting, design, clay modeling (sometimes called pottery in those days) anatomy of the human form, picture study, and history of art. She emphasized lesson plans for the teaching of art, even though there was yet no requirement of art for a certificate. She wrote in the Yearbook of 1911 a statement that still to this day rings with truth:

The question that now confronts us is how can we best present this subject of Art to our Normal School students who are preparing to go out into the various schools throughout the state to teach it, in many cases unaided by a supervisor of Drawing. After careful study of the situation and due consideration of the short time allotted to this work in our Normal School Course, we have arranged for three terms of ten weeks each, required work which will practically cover all the art work taught in the eight grades of the city schools throughout the state . . .

By 1918, the catalog was including in the art department a description of penmanship as a course there. Mr. I. H. Booth, the teacher of the course, was evidently an artist at using the pen for good writing and lettering. He had attended the Zanerian Art College (no longer existing) in Columbus, Ohio.

Art was for years classified in the catalog under the caption of special departments along with Manual Arts, Home Economics, Physical Education, and Music. To those who thought they had talent, and also the finances to buy art materials, these courses were valuable educative experiences.

China painting and pottery had been added as courses by 1918, as had Industrial Drawing and Interior Decoration. No data is available attesting to method used in teaching these courses, nor is there particular and direct evidence of qualities of art arrived at in these courses.

By 1924, Eastern's catalog began to print the art courses under numbers such as Drawing 101 and 102. In 1926, Miss Cara Baldrick had been added as art faculty member to assist Miss Gibson. The Art courses were each two semester hours credit, until 1928-29, when three semester hours for each art course was allowed. For several years there were no appropriations in money or equipment and room facilities were meager. But the spark of art education did not die; it was to be fanned into more glowing light. In 1932, the various college departments were organized into divisions, with Art and Music appearing under the Division of Fine Arts.

About this time (1929) three teachers, Maude Gibson, Allie Fowler, and Eleanor Mebane, made up the art faculty. For several years the catalogs carried sixteen courses in art. The descriptions indicated the fact that emphasis was about evenly distributed in the courses upon skills with materials, construction, and crafts, history and appreciation, and painting. It was during

these years when the Terminology Report of 1925 was having its great influence upon art education in the United States.

Many leaders in the field were reflecting their philosophies in catalog descriptions of art courses. Even courses were influenced by the National Youth Administration movement, which preceded other alphabetical organizations that were to influence art during and immediately after the Great Depression of the early 1930's.

As was the custom in many of the college departments to have a departmental club, the art department students were participating in organized art club activities as early as 1931. There possibly had been a Sketch Club much earlier, but no records of meetings seem to be extant. From information recorded in the minutes of the Eastern Art Club we find that a great deal of inspiration to work at things of art was derived from the activity of the club, and problems started in class were carried on further in the clubs, thereby yielding profitable influence in building attitudes toward art education. In other words the art club was, and still is, an indigenous part of the art department. Programs based on phases of creative art which interested the members were given. Social activities were emphasized. All-college programs such as assembly programs, dances—both formal and square—and carnivals were other activities of the club.

In 1939 it was decided to call the Eastern Art Club "Alpha Rho Tau," as that name seemed to add some of the Greek classicism that may sometimes be associated with things of art. Then in 1950 a chapter of the National Kappa Pi Art Fraternity was installed as the Art Club of Eastern. This Club helps to carry on the philosophy of art education, and gives its members opportunity to do further creative work, and engage also in social activities.

The national feature helps to bring clubs all over the United States closer together by way of interchange of exhibits, and by publications like the *Sketch Book*, the national journal of the fraternity.

As the objective for general education moved in the various trends of its development, art was gradually recognized as a curricular element to be included, at least in some of the most forward looking school systems in the country. Then, after hesitation, a requirement of three hours of public school art for a certificate in elementary education in Kentucky was required. Eastern's art department was furnished with adequate physical equipment, such as modern tables, cabinets, lockers, display space, and other equipment needed to meet all requirements of the State for art education as it was then conceived to be.

In 1931, Miss Allie Fowler taught Public School Art Education, Crafts, and assisted with Art in the Training School. It was the philosophy of the department during these years before World War II to include courses which would develop skills in drawing and painting and courses which would enhance interest and growth in the history and appreciation of art. Emphasis was placed upon

art courses which would enhance interest and growth in the history and appreciation of art. Emphasis was placed upon art courses which included Crafts and Construction where functional design played a great part—such as weaving, leather work, bead design, and linoleum block printing.

New courses have been added as the need for them appeared. The art curriculum in Eastern has been flexible enough that a student could, and still can, have time to branch out into other areas.

In 1939, Fred P. Giles came to be head of the Art Department. The Second World War cast its influence soon and necessitated changes, such as changing to the quarter system in order to accelerate courses to suit the rapid movement of the military. The war brought changes also in attitudes and philosophies in art education. Modernism had a deep rooting, planted by the great amalgamations of exchanging people among the nations in military activities. The College art courses began to reflect this modernity in their catalog descriptions.

Although classes in art during the war were very small, the work went on, nevertheless, to fulfill requirements for teachers. By that time the State was requiring six hours of art for the elementary certificate. This move increased the enrollment of Public School Art classes so much that many sections of the same course had to be offered during a semester. People all over the country were waking up to the values of art as educative experiences, and together with whatever other motivation students may have had, classes in all the arts were being filled to capacity.

Many of the courses described in the catalog have been offered for a long time, but each course has had work added to it or taken from any activities which seemed to promote the objective of art so as to keep up with the trends in a national movement. Painting courses have been offered so as to respond to the progress of the times. Much more physical equipment and space have been added which increased the efficiency of Ceramics as a curricular activity. Mr. Dean Gatwood came to the art faculty in September, 1947, to work with Ceramics, and assist with art in the Training Schools, as well as to teach other art courses. Miss Mary Meixner came to teach in place of Miss Fowler for a semester. Her work was outstanding in the quality of creativeness. When she left in 1952, Miss Mary Klug took the place and did well in teaching creatively and, in a freshly modern sense, courses in Design, Art Education, and Painting. She married the band director and soon they (Mr. and Mrs. William Tarwater) departed for Indiana University for graduate work. Miss Jean Dudley for several summers brought interest, and good teaching to the art department.

The courses in art education have been changed to keep abreast of the best practices in modern education. The same obstacles that confronted Miss Gibson in the first years of this century prevail as the College proceeds in the second half of the twentieth century. Optimistically, the situation is being attacked

with the expectation that the idea of greater efficiency will be carried, not only to hold what has been achieved, but to continue to build for broader applications of art as a basic area of learning, as well as to help train artists whose greater accomplishments will be made after they have left the College. As the fifty years of Eastern merge into the new half century, the art curriculum is being increased with other courses looking toward the problem of better training of art teachers for the secondary and elementary schools. It seems that to teach art in the high school, the student preparing for this area, will need to take a minimum of forty-eight to fifty-four semester hours in order to satisfy state requirements. The catalog of 1957-58 offers a total number of eighty semester hours in Art.

Another teacher of the subject is Miss Claudia Payne, who has taught at Eastern for several summers and who has been for many years the capable critic teacher of the student practice teachers in art at the Fort Thomas Schools. The teachers in the Art Department at present are Tommy McHone, Miss Duna Verich, Miss Claudia Payne, Dwight Dean Gatwood, and Fred P. Giles, head of the department.

As the philosophy of art education as a curricular subject changes with the progress of time, Eastern's obligation to her students is to keep ever alert so as to give the best in training. For this reason, night classes, Saturday classes, and extension classes, have proved very popular, if we judge by the large numbers enrolled in the various classes.

If art education is to fulfill its purposes according to its potentialities, its teachers must be creative, as well as skillful, in the manipulation of materials. For many years of growth and development based on a philosophy that art is a part of, and not a part from, each individual, Eastern has progressed thus far. Its philosophy insists that teachers should be charged with maintaining ideals and pushing toward new frontiers, always realizing that creativeness, and not copying and tracing that which has been done over and over again, is the proper ideal.

CHAPTER XXIII

COMMERCE

By William J. Moore

At its meeting on June 17, 1909, the Board of Regents of the Eastern Kentucky State Normal School decided that the course of study of the Institution should provide for instruction in commercial branches in connection with the High School. At a meeting of the Board on June 24, President Crabbe was authorized to select a head of the Commercial Department and at a meeting of the Board on October 2 the Business Director was authorized to buy "four Remington typewriters, No. 10 model, at \$50.00 for use in the Commercial Department."

To what extent commerce was taught in the high school cannot be definitely ascertained. Neither has it been easy to ascertain when the teaching of the subject was discontinued. The offerings must have been modest, to say the least.

At a meeting of the Board on June 1, 1918, President T. J. Coates reported that it had become necessary to add to the Course of Study commercial work, because a great many of the pupils and students were requesting it. He recommended the employment of Miss Maud Miller as commercial teacher for the ensuing year. This was ratified by the Board.

In Volume XIII, No. 4, "Announcements for 1918-19," there is given what is called the "Commercial Course." It was stated that the course had been arranged for two kinds of students: (1) those having appointments who expected to teach these subjects, who wished to be certified, and who received free tuition; (2) students who had no appointments, who did not intend to teach and who paid regular tuition rates. The curriculum required five terms for completion.

The curriculum outlined three terms of typewriting, three of shorthand, four of bookkeeping, two of penmanship, two of arithmetic, a term of spelling, and a term of commercial law. In addition there were a few so-called academic courses.

The catalog for 1919-20 gives I. H. Boothe and George N. Hem-bree as teachers of commercial subjects. At that time shorthand, typewriting, bookkeeping, methods in commercial education, corporate finance, spelling, salesmanship, business English, commercial arithmetic, and commercial law were listed as subjects offered.

On November 20, 1919, President Coates reported to the Board that the Commercial Department was seriously handicapped be-

cause of unsuitable desks and asked that authority be given him to purchase of the Peter and Volz Company, Arlington Heights, Illinois, 38 commercial desks at \$5.50 each. He further stated that the increased number of students taking commercial work made it necessary to purchase six additional typewriters and he recommended that same be purchased from the Woodstock Typewriter Company at \$70.00 each. His requests were granted.

About 1922 commerce work seems to have been discontinued. No teachers are listed as teaching the subject and commerce is not listed as a special department, as it had previously been. This is strange in view of the fact that minutes of the Board in 1922 state that "Typewriter used in Business Office transferred to the Commercial Department. Used typewriter. Transferred to Commercial Department because of growing enrollment."

President T. J. Coates, on August 14, 1926, brought to the attention of the Board of Regents the fact that no other state institution in Kentucky made any provision for the teaching of commercial subjects and stated that many persons suggested that the commercial course be added to the curriculum of the institution. The Regents directed him to organize a commercial department in the College, to select a teacher for same, and to purchase typewriters and the necessary equipment for the installation of this department. On August 20, 1926, the Board approved the employment of A. J. Lawrence, a graduate of Bowling Green Business University with work on a degree at the University of Kentucky, as commercial teacher.

With the coming of Mr. Lawrence a Department of Commercial Education was organized. In 1927 Miss Edith G. Ford was added to the teaching staff of the department and in 1928 Miss Anna D. Gill was added. In 1929 R. R. Richards joined the staff.

Mr. Lawrence resigned as head of the Department in 1930 and W. J. Moore, a teacher of economics in the College, succeeded him. Courses in economics, which had previously been in the Department of Social Science, were placed in both departments. Subsequently these courses were taken out of the Social Science Department.

Persons who have taught in the Department and who have not been mentioned previously are: Ben Ashmore; Max H. Houtchens; Elizabeth M. Sorbet; Arthur W. Leche; James L. Peel.

The present teaching staff as of September 1, 1956, is composed of the following members: W. J. Moore; R. G. Chrisman; Edith G. Ford; Daisy French; Anna D. Gill; Alex G. McIlvaine; Margaret Boberly; Edsel Mountz; Kermit Patterson; R. R. Richards.

Sigma Tau Pi, a club for commerce majors, was organized in the late twenties and in February, 1935, Pi Omega Pi, a national fraternity for commerce majors planning to teach, gave a charter to Eastern's Department of Commerce.

Enrollment in the Commerce Department has steadily grown in recent years. In the fall semester of the college year 1956-57

approximately thirty per cent of all freshmen enrolling in the institution chose commerce as their major.

The Department offers many courses which prepare teachers of commercial subjects and secretaries in various fields of activity.

1956 SIGMA TAU PI 1957



First Row: S. Stephens, J. Bergley, B. Turpin, S. Waincott, B. Gee, D. Donovan, B. Giunchigliani (Secretary). Second Row: S. Brown, L. Bell, D. Harper, E. Massey, J. Campbell, L. Cahoon, E. Morgan. Third Row: P. Franklin, S. Hanks, L. Samson, P. Deal, R. Howard, M. Feltner, V. Richie, P. Spears. Fourth Row: M. Foches, B. Franks, D. Bailey, D. Combs. Fifth Row: S. Bush, A. Akers, G. O'Connell, G. Pence, B. Cureton, J. Hibbard, J. Peters. There were 43 men in the organization.

CHAPTER XXIV

EDUCATION

By **D. Thomas Ferrell**

The history of the Department of Education has paralleled in general the growth and development of the institution as a whole. In the early days there seemed to be no clear-cut departmental divisions. In most instances, for example, there was a teacher of English, a teacher of Latin and French, a teacher of the review branches, a science teacher, a mathematics teacher, a teacher of commercial subjects, a teacher of pedagogy, and the like. It was also fairly commonplace for professors to teach several different subjects. The minutes of the Board of Regents for March 15, 1907, made reference to various departments but did not specifically mention them. The catalog or yearbook for 1910, as it was called in those days, mentioned the Department of Education, and courses in pedagogy and psychology were taught from the beginning of the institution.

Organization

According to the minutes of the Board of Regents the first head of the Department of Education was appointed in 1915, but there may have been a head of that department earlier. As a matter of fact, the first two presidents as well as the first acting president enrolled students in their offices, taught courses in pedagogy, psychology, and education, and were listed in the catalogs as professor of pedagogy and psychology, as teacher of pedagogy and educational economy, and as professor of education, respectively. By virtue of their great interest in education and because it appears likely there was no head of the Department of Education before 1915, it would be reasonable to assume that the first two presidents and the first acting president performed the functions of the head of that department during their terms of office.

The Department of Education has had a very close relationship with other administrative offices of the institution throughout its entire history. The five presidents and the two acting presidents taught courses in Education at one time or another after they assumed office, all of them were listed as professors in the department, and four of them taught courses in Education at Eastern some time prior to becoming president. Five of the six deans of the faculty and one of the two acting deans were heads of the Department of Education and taught Education courses during their terms of office. The present dean, although head of the Department of

Commerce, has occasionally taught public school finance and Kentucky school law, both courses listed in the Department of Education.

The first registrar taught courses in Education and Psychology and headed the Department of Education from 1915 to 1921. The second registrar was not a member of that department. The present registrar, except for a year while on leave of absence, has been a member of the Department of Education and has generally taught two or three courses in Education and Psychology.

The directors of the training school have been members of the Department of Education and all of them at one time or another have taught courses in that department. The same has been generally true of the principals of Model High School.

Three of the four persons holding the position of dean of women have been members of the Department of Education and have taught Education classes.

Five of the seven persons who have held the office of director of extension have been members of the Department of Education and have taught courses in that department during their terms of office. The present director of public relations has occasionally taught pupil accounting and social case study, both in the Department of Education.

The first business director taught courses in Education and Psychology while holding that position. The first director of research was also dean of the faculty and head of the Department of Education and taught Education classes from 1931 until 1944.

During the first fifty years of the history of the institution approximately fifty-one persons have been members of the Department of Education. Thirty-nine of these were men and twelve were women. Seventeen of them have held the doctorate. Most of the others have held the master's degree, and many of them have had graduate work beyond that level. In general, they have also had excellent experience in public school teaching and administrative work prior to joining the faculty at Eastern.

Purpose

From its inception, Eastern has been interested primarily in the education of teachers for the public school system in Kentucky. As the institution has grown, the pattern of teacher education has expanded to include the increased preparation of students for all types of public school service: elementary teachers, secondary teachers, special teachers of many subjects, principals, supervisors, attendance officers, and superintendents in the public schools.

The Department of Education has always conceived its chief purpose to be professional service. Offerings in the department have been designed to achieve that aim, and all activities have been planned and executed in such a way as to advance the professional preparation of teachers and all other types of educational leaders in the Commonwealth. One special goal of the Department of Education throughout the whole period has been the education of teachers and other leaders for rural children.

Development from 1906 to 1921

During this period the offerings in the Department of Education were generally designed to meet the professional requirements of the Elementary Certificate, the Intermediate Certificate, and the Advanced Certificate — all three based on work beyond the eighth grade. The review course included a little professional work in pedagogy and observation and covered all the common branches required by law for the local county certificate secured by examination from the local school superintendent. Education courses required on the one-year Elementary Certificate included introductory psychology, observation 1 (general orientation), method 1 (general methodology), management 1 (educational economy 1), and professional reading 1 (reading and discussion of one textbook on education), making about $1\frac{1}{2}$ units or around $10\frac{1}{2}$ term hours. The Education courses outlined for the two-year Intermediate Certificate included the Education courses on the Elementary Certificate program and observation 2 (continuation of observation 1), psychology 2 (educational psychology), method 2 (advanced method), school management 2 (advanced phases of management and the course of study), and professional reading 2 (reading and discussion of several education textbooks), making a total of about $2\frac{1}{2}$ units or around 23 term hours. The three-year Advanced Certificate course required the Education courses outlined for the elementary and intermediate programs plus special method, public school systems, history of education, professional reading 3 (social phases of education), supervision and educational measurements, and practice teaching 1 and 2, for a total of about 5 units or $43\frac{1}{2}$ term hours in Education.

Education offerings to meet the requirements for principals, supervisors, and superintendents were also organized. The curriculum for principals and city superintendents of schools was based upon four years of work above the eighth grade and included city school organization and administration, city school methods, school law, and high school methods in addition to the professional education courses in the three certificate programs referred to above. The course for rural supervisors and county school superintendents was similar to the one for principals and city school superintendents except that rural school supervision and county school organization and administration were required.

In 1915, in addition to the above programs, a two-year curriculum was outlined for students who had completed high school. To meet the requirements of this course the following Education courses were needed: observation 1 and 2, elementary psychology, method 3 (general method), management 2 and 3 (general management), history of education, advanced psychology, special method, and practice teaching.

Before 1921, in general, the Department of Education offered the following courses as electives in Education: primary method, special lectures on Quincy methods, grammar grade methods, graded school organization and administration, school hygiene and

child study, special methods, phonics for primary teachers, school plays and games, school problems in Kentucky, educational theory, social psychology, rural school problems, child psychology, primary reading and language, educational measurements, management and method in the one-teacher school, school gardening for teachers, educational sociology, principles of education, high school problems, moonlight schools, development of the common school system in Kentucky, project method, introduction to teaching, psychology of the elementary school subjects, the junior high school, and introduction to high school teaching.

Changes from 1922 to 1931

The Normal School and the College separated in 1922, and the College became a four-year institution in 1924. To take care of the needs of students who wished to meet certification requirements at levels below high school graduation, the Department of Education continued to offer Education courses in the Normal School until it was discontinued as a teacher-training institution in 1930. These included method and observation, introductory psychology, rural sociology (Education 3), school management, and observation and participation.

The expansion of the College into a four-year institution led to a corresponding growth in the offerings in the Department of Education to meet the increasing professional preparation demanded of elementary teachers, rural teachers, secondary teachers, supervisors, critic teachers, principals, superintendents, and other rural leaders.

In 1922 a two-year college curriculum leading to the Advanced Certificate was organized. Education courses designed for this program generally included introduction to teaching, fundamental problems in teaching, educational psychology, how to study, observation, child psychology, and student teaching. These courses in Education were differentiated to meet the needs of students planning to be primary teachers, upper grade teachers, rural teachers, and principals.

In 1923 a four-year curriculum was set up requiring all students to major in Education for the bachelor's degree. The twenty-four hours in Education for this major usually included introduction to teaching, fundamental problems of teaching, educational psychology, psychology of the elementary school subjects, child psychology, advanced educational psychology, principles of education, observation and participation, and student teaching. These courses were differentiated for primary teachers, upper grade and high school teachers, and rural teachers. Students preparing to be rural school supervisors and county school superintendents completed the above program and elected Education courses in rural supervision, elementary curriculum, county school administration, and office administration. Principals followed the above four-year curriculum and elected Education courses in educational sociology, elementary curriculum, principal and his school, and county school administration or city school administration.

In 1926 the four-year curriculum was modified to permit students to major in subject matter fields. A minimum of eighteen semester hours in Education was required and generally included introduction to teaching, educational psychology, observation and method, intermediate educational psychology, and student teaching.

In 1931 a new revision of all College curricula became effective. Four-year programs were set up for students majoring in early elementary education, intermediate education, and in rural education.

Eighteen semester hours in Education constituted the minimum requirement for students majoring in subject matter fields with expectation of teaching in high school. Education courses required on this program generally included educational psychology, three hours; methods of teaching in secondary school, four hours; student teaching in secondary school, five hours; and six hours in Education electives.

The four-year major in early elementary education included classroom management, three hours; teaching the common school branches, three hours; educational psychology, three hours; fundamentals in early elementary education, four hours; child psychology, three hours; reading in the elementary school, three hours; elementary school curriculum, three hours; tests and measurements, three hours; and student teaching in the early grades, five hours.

The four-year major in intermediate education required the following Education courses: classroom management, three hours; teaching the common school branches, three hours; educational psychology, three hours; fundamentals in intermediate education, four hours; child psychology, three hours; educational measurement, three hours; elementary school curriculum, three hours; student teaching in intermediate grades, five hours; and three hours elective in Education.

The four-year major in rural education required the following Education courses: classroom management, three hours; teaching the common school branches, three hours; educational psychology, three hours; fundamentals in rural education, four hours; child psychology, three hours; rural school supervision, three hours; county school administration, three hours; student teaching in rural schools, five hours, and three hours elective in Education.

The first year of the above majors in Education met the requirements of the 32-hour College Elementary Certificate, while the first and second years fulfilled the requirements for the Standard Certificate. All of the above four-year programs met the state requirements for the College Certificate entitling the holder to teach either in the elementary grades or in high school.

Developments Since 1932

In 1932 the Department of Education and the Training Schools were brought together in the Division of Education. Since that time the Division of Education has included Elementary Education, Educational Psychology, Public School Administration, Secondary

Education, and the Training Schools. Even though a close relationship existed between the Department of Education and the Training Schools before this reorganization took effect, there has been a finer, more unified spirit of professional cooperation since they have come together in the Division of Education.

The Training Schools enroll about 350 pupils and have fourteen supervising teachers and serve as the laboratory schools for observation and participation by students in teacher education and for supervised student teaching. During this period the organization has included the Elementary Training School of six grades located in Cammack Building, the Model High School of six grades located in University Building, and the one-room Rural Demonstration School of eight grades situated nearby on the College farm.

Since the Division of Education has been in effect, the most significant developments in the Division have included elementary education, rural education, secondary education, and graduate work.

Elementary Education

In 1935 the Council on Higher Education in Kentucky set up the requirements for certificates to be issued on the completion of professional curricula. To meet these requirements a major in Elementary Education was organized leading to a degree with a certificate to teach in the elementary schools. The Education courses designed in 1935 to meet the requirements of this program included three hours in educational psychology, four hours in fundamentals of elementary education, three hours in the elementary school curriculum, two hours in educational measurement, and eight hours in supervised student teaching.

Around 1940 the program for the major in elementary education was further refined to include the following Education courses: three hours in the introduction to education, three hours in educational psychology, three hours in child psychology, four hours in fundamentals of elementary education and three hours in student teaching at the sophomore level or six hours in directed observation and participation in the elementary school, three hours in reading in the elementary school, three hours in elementary school curriculum, two hours in tests and measurements in the elementary school, six hours electives in elementary education, and eight hours student teaching at the senior college level.

Since 1948 the major in elementary education has included the following Education courses: three hours each in educational psychology, child psychology, reading in the elementary school, teachers' arithmetic, elementary school curriculum, organization and administration of elementary education; two hours in measurement and evaluation in elementary education; eight hours in fundamentals of elementary education and eight hours in supervised student teaching in the elementary school.

In 1952 educational psychology and child psychology were reorganized into a block of six hours in human growth and development with general psychology as a prerequisite, all required for the

elementary major. This change has materially improved the whole teacher education program.

For many years the major in elementary education has also required six hours in art, eighteen hours in English, nine hours in health and physical education, six hours in music, twelve hours in science, twenty-one hours in social sciences, two hours in orientation, and seventeen hours in free electives.

Records are not available on the thousands of students who have gone out to teach without staying to graduate but who have come under the influence of the Department of Education or the Division of Education through contact with various Education courses while they were on the campus. Records compiled in the registrar's office recently show that 1,762 majors in Education (elementary, rural, or upper grades, et cetera) have received degrees since 1925, with only 32 of these graduating before 1931. The graduates in Education represent a larger group than the graduates of the Divisions of Fine Arts, Biological and Physical Sciences, Health and Physical Education, Mathematics, and Languages and Literature combined for the same period. They also represent 490 more graduates than the Division of Applied Arts and Sciences, the next largest group, and they are more than twice as large as the number graduating in the Division of Social Sciences for the same period. The Division of Education has certainly played a conspicuous role in upgrading teacher education in Kentucky.

Rural Education

Educating teachers, supervisors, and other educational leaders for rural schools has always been a primary goal of the institution. For many years arrangements were made between the institution and the Madison County Board of Education for the use of several nearby rural schools for observation and supervised student teaching purposes.

During the administration of President Crabbe it seems that a Department of Rural Education existed within the Department of Education and that a member of the Department of Education directed its activities. During the administration of President Coates a one-teacher school of eight grades was operated on the campus for some years.

In 1929, during the administration of President Donovan, the one-room Rural Demonstration School of eight grades was established on the college farm near the campus. Since that time this school has been in operation for observation by college students and for supervised student teaching.

For some years after the Division of Education was created, the major in rural education, offered for the first time in 1931, continued to function at Eastern. This curriculum provided a program for preparing teachers, consolidated school principals, supervisors, and county school superintendents for much needed professional leadership and service in rural school systems.

With considerable reluctance the Division of Education dis-

continued the major in rural education about 1935 when the major in elementary education was set up, but dropping the rural major did not mean that the cause of rural education was neglected thereafter. To the contrary, an attempt has been made since that time, with considerable success, to provide strong rural emphasis in all Education courses required of elementary teachers, principals, supervisors, and superintendents of schools. In addition, as a result of the great shortage of well educated teachers since the early 1940's, appropriate rural education courses have been offered to meet the certification requirements for temporary and emergency teachers. Notable among these offerings have been such rural education courses as rural school problems, teaching in one-and-two-teacher schools, rural school organization and management, teaching the common school branches, and the laboratory course in rural education.

Secondary Education

The regulations of the Council on Higher Education in Kentucky in 1935 setting up professional curricula had a desirable effect upon the program for preparing high school teachers. According to these requirements, students preparing to teach in high school were required to present two majors of twenty-four hours each or a major of twenty-four hours and two minors of eighteen hours each with the following core requirements: twelve hours in English, twelve hours in science, twelve hours in social science, two hours in health, six hours in mathematics or six to twelve hours in foreign language, one hour in physical education, and a minimum of eighteen hours in Education.

When students were first given an opportunity to major in subject matter fields back in 1926, the Education requirements of eighteen semester hours included introduction to teaching, educational psychology, observation and method, intermediate psychology, and student teaching. Under the new arrangements set up in 1935, the following Education courses were required: three hours in educational psychology, three hours in psychology of adolescence, four hours in methods of teaching in secondary schools, five hours in supervised student teaching, and three hours elective in Education.

In 1940 the Education requirements at Eastern for students majoring in subject matter fields with expectation of teaching in high school were changed to three hours in educational psychology, two hours in the junior high school or tests and measurements for the secondary school, three hours in the psychology of adolescence or the principles of secondary education, four hours in methods of teaching in secondary schools, and eight hours in supervised student teaching. These requirements remained substantially the same until 1948. At that time the Education courses were changed in line with the new state regulations in Kentucky to include three hours in the psychology of development and education, three hours in organization and administration of the public school system,

six hours in fundamentals of secondary school methods, and ten hours in supervised student teaching.

Since 1952, in line with desirable practice in the United States, the Division of Education has required six hours in human development and psychology, three hours in organization and administration of the public school system, six hours in fundamentals of secondary school methods, and ten hours in supervised student teaching.

During this period the Division of Education has offered the following courses in secondary education on an elective basis: principles of secondary education, the junior high school, extra-curricular activities, visual instruction, problems of secondary education, and high school administration.

Records recently compiled in the registrar's office show that 2,646 students majoring in academic fields have graduated from the institution since 1925, with 2,414 of them graduating since 1932. Most of these graduates have undoubtedly followed professional curricula leading to high school teaching, showing that the Division of Education has played a significant role in secondary education throughout the period.

Graduate Work

Beginning with the school year of 1935-36 the College started graduate work with a major in Education leading to the Master of Arts in Education. This program, in general, required twelve semester hours in the major field of professional education, twelve semester hours in academic work, and a thesis. As the program was outlined at Eastern, the twelve hours in Education included two hours each in problems of elementary education, public school measurement, and seminar; and three hours each in elementary supervision and statistical methods applied to education.

The graduate program was discontinued at Eastern from 1936 to 1940 under an arrangement with the University of Kentucky whereby the teachers colleges agreed not to offer graduate work and the university agreed not to offer courses in teacher education below the junior level.

In 1940 the graduate program providing for a Master of Arts in Education was re-instated in the teachers colleges, and the general requirements remained about the same as those set up in 1935. In 1948 provisions were made whereby students could waive the thesis requirement provided they took eighteen hours in Education including two hours in research in education.

Prior to 1952 students preparing for supervisors and administrators followed the program for the education of elementary or high school teachers and included nine hours in administration and supervision, six hours in elementary education, and six hours in secondary education. This provision was changed in 1952 when the Council on Higher Education set up a new program for the certification of administrators and supervisors at the graduate level. In line with the new requirements, the Division of Education at Eastern, in cooperation with the Graduate Division, set up a

graduate program providing for majors in elementary education, secondary education, supervision, principalship, and superintendency.

The graduate program in elementary education included the following professional courses in Education: human development and the psychology of learning, philosophy of education, educational sociology, research in education, and eleven hours electives in elementary education. Students following this program were also required to have nine hours in academic work. In 1955 the graduate programs in elementary and secondary education were revised to include the same basic core subjects in Education, twelve hours in academic work, and eight hours electives in Education to be selected with the advice of the advisor.

The graduate program for the superintendency included human development and the psychology of learning, philosophy of education, educational sociology, and research in education as the basic core subjects in Education; and in addition, school administration I, school administration II, school administration III, Kentucky school law, and general supervision. This program has also required nine hours in academic work.

The graduate program for supervisors as set up at Eastern has included the same basic core subjects referred to above, and, in addition, general supervision, curriculum development, measurement and guidance, improving instruction in the elementary school or improving instruction in the secondary school, and nine hours in academic work. In 1955 the program was revised to provide for the education of elementary supervisors, secondary supervisors, and supervisors in twelve-grade school systems.

The graduate program for principals has included the four basic core subjects mentioned above, and, in addition, curriculum development, measurement and guidance, role of the principal, improvement of instruction in the elementary school or improvement of instruction in the secondary school or general supervision, and nine hours in academic work.

All members of the Division of Education teaching graduate courses in Education have Ph.D. or Ed.D. degrees except one person who has had advanced graduate work beyond the M.A. degree.

Records in the registrar's office show that 531 students have received the Master of Arts in Education from Eastern since the graduate program has been in effect. The Division of Education has been responsible for the Education courses required for this degree, showing that it has played a conspicuous part in the development of educational leaders in the Commonwealth.

Eastern has made a lasting contribution toward the movement for better trained teachers and educational leaders in Kentucky during the first fifty years of the history of the institution. The Department of Education before 1932 and the Division of Education since that time have played significant roles in this achievement.¹

¹ Dr. Ferrell contributed a chapter of 20 pages on "Education in Madison County", to *Glimpses of Historic Madison County, Kentucky* by this Editor and his wife, published in 1955.

CHAPTER XXV

ENGLISH

By Roy B. Clark

The first mention of English as a department is found in the "Yearbook" for 1910, as stated above. For the first two years not only was there no English Department, but there was no English teacher listed as such in the faculty roll. The *Eastern Kentucky Review*, Volume II, Number 2, mentions a teacher of rhetoric and forensics. To be sure, the history of English and American literature and literary criticism and writing were taught from the very beginning of the school, but no teacher of these subjects is given. Volume III, Number 4, of *Eastern Kentucky Review* gives the first reference to an English teacher. She was Miss Katherine Forster, and she was to teach composition and rhetoric and literature but not grammar. In 1910 an "Assistant in English" was provided, and the "Yearbook" mentioned above for that year records for the Department of English grammar, reading, spelling, penmanship, English, educational journalism, and methods in high school English. Reading meant public speaking, and English included composition rhetoric, literature, and criticism.

First mention of a Department of Expression is found in the "Yearbook 1912" (*E. K. R.* IV, 3). But the teacher of the courses in this department was also teacher of physical culture for women. A second teacher of English was also provided at this time. But for the next two years only one English teacher is mentioned. Presumably the other needed courses were taught by members of other departments (as they occasionally have been throughout the history of Eastern). For example, Madame Olga Piotrowska taught German and English. When Roscoe Gilmore Stott was elected in October, 1910, he was head of the English Department and remained such until 1917. During some of these years he was the only English teacher mentioned.

When Thomas Jackson Coates became president, Mr. J. D. Bruner came to the English Department (1917-1918). But he is listed in the *E. K. R.* as teacher of English and French. There was at that time, therefore, no full-time teacher of English. Miss Jean B. Hurst, who in 1912 became head of the "Department of Expression" (and also teacher of physical culture for women), was still in that position, and she coached the senior class play for that year (1917-1918). One other person that year was designated assistant in English. By 1920 there were three members in the English Department. That same fall Miss Rucie Miller became the

first full-time teacher of expression and head of the Department of Expression. In 1921 she organized the Little Theater. *E. K. R.* XV, 4, gives Reading and Public Speaking as a special department, but on page 68 of that issue, the courses in these subjects are listed under English.

After the General Assembly in 1921 made Eastern also a teachers' college, the English Department became more definitely outlined. *E. K. R.* in 1922 (Vol. XVI, No. 5) gives six members in the department. But only the head (Mr. R. A. Foster) was a full-time English teacher. The other five were from five other departments. One of them was employed that year to teach both expression and English. The next year still another instructor came to the English Department, and Miss Pearl Buchanan replaced Miss Miller as head of the Expression Department. In 1924 there were four full-time English teachers in the English Department, and the course offerings were divided in the catalog as "Normal School" and "College." Miss Buchanan is listed in the faculty roll as "English — Reading and Expression." Since that time courses in expression, dramatics, and public speaking have been considered a part of the offerings of the English Department.

Almost from the beginning the English and Expression departments have been active in fostering organizations which have given students outlets for their abilities and interests. Naturally, when the literary societies were active, they met most of the social and intellectual needs of the students. Although there may have been a dramatics club before the organization of the Little Theater Club, there is no record of such in the official publications available. Mr. Foster organized the students interested in English into a club named the Canterbury Club. But while he was absent on leave for a year and a half, its activities lapsed, and it was reorganized about 1927 when Mr. Roy B. Clark became acting head of the department. This club was designed to give fellowship among students majoring and minoring in English and to encourage a high standard of scholastic work. It has been modified from time to time to serve the best interests of the English majors. In 1935 a literary magazine was launched by some English majors interested in writing and has continued without interruption since that time. This magazine, called *Belles Lettres*, was made up entirely of student writing and was published as a small annual volume financed only by sales of the publication. Its aim has been to encourage creative writing among students and to be as widely representative of student writing as reasonably high standards permit.

The department has also encouraged public speaking and debate. Students compete for the Regents' Metal in public speaking and at various times have also competed in intercollegiate speech contests and debate. The public speaking club, Alpha Zeta Kappa, was organized in the early 1930's to unify the interests of the students in this field. Through its efforts and those of the spon-

sors, students are encouraged to take part in intercollegiate debate, public speaking contests, and discussion groups.

As the College increased in enrollment and the number of students participating in these activities increased, chapters of national societies were established. On February 26, 1937, a local chapter of Alpha Psi Omega, dramatics society, was chartered at Eastern; and on October 16, 1950, a chapter of Sigma Tau Delta, national English society, was chartered. These are both honor societies, and membership in them is based on actual achievement.

The English Department has been no less active in encouraging high school students in the speech arts. In the early 1930's Miss Buchanan organized a dramatics tournament for high schools interested in dramatics. This tournament met annually without interruption until the difficult days of World War II. But after the war it was revived and has continued to the present time. About 1952 it was organized as a district tournament with the state tournament under the direction of the University of Kentucky. The College is also host to the annual district Speech Festival, at which members of the English staff and English majors act as judges and presiding officers and in any other needed capacity.

Nor has the department overlooked its function to keep abreast of the needs of the students and teachers of the region served. It offers eight courses by correspondence, most of which are required for graduation. It also furnishes, when needed and available, faculty members to conduct extension courses in outlying towns and cities. It has striven to make the individual courses and the curriculum for English majors of more value to the students and hence to the community they serve. In 1935 it introduced a course in world literature for sophomores which, with some changes, is still offered. The next year a foreign language requirement for English majors was adopted. A minimum of twelve semester hours, preferably of Latin or at least of one language, was insisted on. A system of courses for a field or area in English, a major, a minor in literature, and one in speech was adopted in 1941. The next year the course in freshman English was organized into a general communications course entitled "Spoken and Written Communication." This course was designed to make freshmen more proficient in speaking, writing, reading, and, more or less incidentally, listening. Eastern was one of the first colleges to organize such a course, and the department has constantly striven to make it a valuable course for freshmen. It feels that the theory is sound even if the practical application of it is only partially successful.

The Division of Languages and Literature (comprising the English and Foreign Language departments) has tried in other ways to increase the value of the courses to the students and to develop fellowship among students interested in these fields. The division has been privileged to spend thousands of dollars to build up Eastern's Library. For Education Week in 1934 it created and presented a pageant, "The Spirit of Democracy," as an assembly program. Before the Christmas holidays the same year, it organized

and presented a successful Book Fair and social entertainment. In the spring of 1940, it put on an assembly program which showed the various departments in action. The Canterbury Club has sponsored an annual picnic in the spring, and for the summer school students interested in English and foreign languages, it has organized a picnic as its main contribution to recreation during the summer term.

The teaching staff of the English Department changed more frequently during the first twenty years of the College than it has during the last thirty years. With one exception, six of the members of the department have been here continuously for more than twenty years. Of course, many instructors were employed temporarily, especially during the summer terms. And some younger members, after remaining two or three years, resigned to pursue advanced studies in their fields or to enter military service. No attempt is here made to mention all the teachers who have been in the English Department, since in another chapter the college personnel will be described in some detail. When Dr. Roy B. Clark retired at the end of the summer term in 1954 as head of the department, there were eight regular full-time members of the department, and one member has been employed year after year on an emergency basis. At the beginning of the college year 1954-1955, Dr. P. M. Grise assumed the headship of the department. There are at present ten full-time instructors, and several instructors in other departments taught emergency classes in English during the year 1955-1956.

The aim of the English Department has been and still is to make students—especially freshmen—more proficient in the tools of learning; to present to students the larger aspects of literature; to develop as far as possible an appreciation of literature; to help give students a well-rounded liberal arts education; and to develop among English majors and minors better teachers of English.

THE CANTERBURY CLUB



First Row: J. Kausdell, P. Hinkle, S. Billov, M. Atkins, B. Hume, J. Fuller, M. Mathews. Second Row: R. Lewis, B. Thompson, B. Thompson, B. Trammell, B. Gibson, S. Brown, B. Wetlington, D. Johnson. Third Row: P. Mastin, P. Tucker, B. Tarkington, B. Kirk, N. Moore, R. Bass, B. Roberts, B. Webster (Vice-President). Fourth Row: P. Grise (Sponsor) H. Smith (President), J. Johnson, A. Cooper (Secretary), M. Holmes, W. Smith, D. Turner, N. Whalen. Fifth Row: D. Walters, J. Cheak, E. Bach, J. Schultz, D. Robinson, A. Brock, G. Fields.

CHAPTER XXVI

FOREIGN LANGUAGES

By Mrs. Janet Murbach

There has never been a Foreign Language entrance requirement at Eastern Kentucky State College nor has there been such a requirement for graduation. The English Department is the only department which requires as much as twelve hours of a foreign language of its majors.

Latin and French have been offered continuously since the opening of the institution. Many young people trained at Eastern have become teachers of these subjects in Kentucky and other states.

German was taught from 1906 until 1910 and again in 1915-16. It was offered during the years of the Second World War and from 1948 to the present. Only elementary and intermediate courses are given.

Spanish was first taught here in 1940. One teacher offers all of the Romance Language courses, and by alternating the advanced courses it is possible for a student to obtain four years of instruction in French or Spanish. The twenty-four hours of credit obtained through a four-year period of study of either of these languages constitute a major in the subject.

One teacher gives all of the college courses in Latin as well as four years of Latin in the Model High School. It is possible to major in Latin.

Correspondence courses in Elementary French and Spanish have been offered intermittently in the last twenty years. At the present time only Spanish 101 and 102 are available.

In 1928 the Foreign Language Club, "Sigma Lambda", was organized. From 1932 to 1951 this Club was replaced by the "Cercle Francais." Sigma Lambda was reactivated in 1951. At the present time its membership is made up of advanced students of Latin, French, Spanish and German whose work in previous Foreign Language courses has been at least at the level of B. There were twenty-seven members in the Club in 1956-57.

The Foreign Language Department has served the College and the community in many ways: presenting foreign speakers, sponsoring foreign plays, translating foreign materials as requested, offering free non-credit night classes, and through the foreign experience of its professors giving sympathetic interpretation of foreign attitudes. It is the aim of the Department to contribute to the understanding of English through study of a foreign language and to increase knowledge of foreign nations through acquaintance with their modes of thinking and expression.

CHAPTER XXVII

GEOGRAPHY AND GEOLOGY

By L. G. Kennamer

The science of Geography is a very old one; indeed it has sometimes been called the "Mother of Sciences." A Greek scholar of old originated the term geography by combining common words of the Greek language, *ge*—the earth, and *graphein*—to write. Geography means literally to write concerning the earth. All through the subsequent centuries the ideas concerning the earth have been accumulated and interpreted. Their works were therefore variously descriptive, philosophical, analytical, synthetic and historical in character. Through the ages the subject has grown slowly and evolved toward its present form as the body of facts increased, ideas and philosophies multiplied and principles became better understood.

Geography was introduced into the United States soon after the establishment of the republic. Jedidiah Morse published the first volume on the Geography of America in 1789, and since then the subject has grown in content and evolution in meaning. The thinking of American Geographers has produced several distinct schools of thought in Geography. Some significant ones are: human ecology, physiography, landscape morphology, chorography (or landuse) and Geonomics.

The study of Geography has long been neglected in the United States whereas in Europe and many other parts of the world the importance of the subject has generally been recognized. The geographic education of most Americans is limited to the little knowledge obtained during their elementary school days. Thus, although otherwise relatively well educated, Americans are "a nation of geographical illiterates". The consequent inability to think geographically has crippled the public understanding of our diplomatic efforts, hindered our promotion of farm trade, blunted our defense program, and interfered with most of our foreign affairs. Unless our schools stress more geographic understanding this same lack of geographic knowledge will certainly hamper our attempts to solve world problems and pursue our leadership in world organization. The great mass of Americans must be educated in Geographic "reality" so that they may acquire the ability to view peoples, nations and theaters of current events in their appropriate environmental settings and to observe, classify, analyze and solve various political and other problems in terms of their local, regional, national and global relationships.

When Eastern Kentucky State Normal School was opened in January 1907, some instruction in Geography was offered from 1907 to 1917. From 1918 to 1924 nine to eleven hours were offered. In 1924 to 1926 twenty-four hours of Geography and Geology were offered; in 1927 and 1928 only six hours were offered. Since 1930 the offerings have ranged from thirty-two to fifty semester hours. Certificate requirements since 1907 for all the different types issued required two to five hours of Geography through 1928.

The story of the personnel offering of geographical instruction at Eastern is unknown until 1911 when Mrs. Mary B. Dean was employed to offer courses in Geography and Geology. She continued active in its promotion until she died in 1928. In 1923 Miss Lorna Bressley with a Master's degree in Geography from the University of Chicago was brought to the campus. After her resignation in 1926, Mrs. R. R. Richards (Mary Frances McKinney) took over the college teaching of Geography, which she has continued to this day. In 1928, upon the election of President H. L. Donovan, the board of regents authorized the establishment of a Department of Geography and Geology with a Ph. D. at the head. Starting in September 1928, L. G. Kenamer, graduate of George Peabody College with a Ph. D. in Geography, was brought to the Campus to head the newly established department. In the mid-thirties a third teacher was employed to supplement the staff during the heavy spring and summer terms of three or more years.

The Department of Geography and Geology has sponsored three courses, eight hours in Geology and thirty-two hours of Geography. This has permitted 121 students to pursue a major in the combined fields since 1928. For the past twenty-nine years a World Affairs Club organization has continuously stimulated interest in all of the world's problems and is one of the oldest student organizations on the campus.

The International Relations Club was established on the campus about four years ago by Professor Glenn A. McLain, a graduate student from Boston University, working in the Division of Social Sciences. Due to his dynamic efforts the International Relations Club was established by the Foreign Policy Association and financed jointly by the Ford Foundation and Eastern Kentucky State College. This Center became a depository of the United States Department of State and the United Nations. All of the Embassies of the countries of the world send to Eastern their literature and thirteen-hundred information and propaganda agencies send pamphlets at regular intervals. This material is made available to the teachers of the State and the students and faculty members of the College.

The World Affairs Club inherited this year (1956-57) the responsibility of running the International Relations Center. The IRC serves the students on the campus and the teachers of the public schools in the State in providing pamphlet materials on current world questions. From 1928 to 1941 the Department con-

ducted week-end tours to all the scenic spots, industrial plants and historic shrines of the State. In addition, for three and a half years the Department furnished eighty-eight newspapers with weekly reports on "Kentucky Counties on Parade". Three state supplements on the geography of Kentucky were prepared for the publications used in the public schools and other magazine and bulletin offerings have been prepared by the staff.

Speakers from the World Affairs Club and IRC serve the community and the State by providing speakers for high school assemblies, community organizations and civic clubs. Public forums have been held at Harlan and Frankfort and other cities on world affairs. The Department also serves educational groups in the preparation of courses of study and the evaluation of textual materials.

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CHAPTER XXVIII

GOVERNMENT AND SOCIOLOGY

By Charles A. Keith and Virgil E. Burns
1906 - 1932

In truth and probably in justice, it would be reasonable to state that, in the old days of the Normal School, from the date of Eastern's establishment through to about 1920, the Social Science subjects would not have rated higher than those in a good high school today. In those days, there were many teachers in Kentucky who were not even high school graduates; and they came to Eastern and the other Normal School in Bowling Green for "review courses"; and, in this field history and "civics" were about all they chose to take. Eastern was then partial to "methods" courses, and almost every department, including history, had one.

History is considered separately in this volume; but English History in two courses was introduced as early as 1912. Kentucky History was in the curriculum from the first; and both are still retained. Ancient, Medieval and Modern History courses were gradually introduced, so that, by 1920, the Department was fairly inclusive.

From about 1920 the Department was called Social Science, and for a brief time in 1923, probably due to the aftermath of the First World War, the name Department of Citizenship was chosen; but by 1925 again reverted to Social Science, which obtained until after 1950. By whatever name it adopted, it was a very inclusive department, and still is. At first it included History, Government, Economics, Sociology and some Geography. It is still a comprehensive department, and Professor Kerney M. Adams is head of History, Government and Sociology. Subjects of Economics were retained in this department up to the time when the present Dean Moore became the head of the Economics Department.

In 1922 the name of the institution was legally changed to Eastern Kentucky State Normal School and Teachers College; and in 1923 Eastern became a four-year College. Then in 1948 the school became legally Eastern Kentucky State College, which name lasts today.

As late as 1929, the name "civics" continued to be applied to simple American Government classes scheduled in the Normal School part of Eastern. For the Teachers College rank, however, there had already (1922) been listed American Government courses of college level, and some courses began to be called Political Science. Indeed, in the twenties and thirties, the whole Social

Science Department, including fairly complete coverage of World History, together with many special courses that sometimes made it a problem to avoid overlapping of substance, vastly expanded.

By 1922 Government courses included State and American Government, and the latter embraced two substantial courses. In 1924 this division was widened to include two courses covering the Governments of foreign nations, like England, France, Germany, Italy, Japan, China, Russia and others. A course in "American Ideals" (at least partially governmental) was instituted; and another course was offered on the subject of Immigration. Later still a course was arranged in the field of American Foreign Relations; and, after graduate work was introduced, two very popular courses in "Political Theory" were catalogued.

1924 seems to be the first year any attempt to teach a course in Sociology was made. Then in 1926 a course was listed in "Problems of American Government". Most of these courses are still extant.

1932 - 1957

The offerings in Government and Sociology at Eastern have been, and are now, extremely meager. The number of courses should probably be doubled.

From 1932-1943 Government and Sociology were subdivisions of the Division of Social Sciences. In 1932-33 only four courses in government were offered. These were: Government 111, American Government and Citizenship; Government 311, Problems of American Government; Government 351, Foreign Government; and Government 352, Foreign Government. All of these were three hour courses. Two courses in Sociology were offered: Sociology 201, American Immigration, two hours; and Sociology 231, Introduction to Sociology.

In 1934-35 American Immigration was discontinued and Government 352 was changed to Government 452. With these two changes, the courses were the same as those for 1932-34.

In 1935-36 two three hour courses were added. These were: Government 411, International Diplomacy; and Sociology 243, Rural Sociology. Otherwise the offerings were the same as 1934-35. No other changes were made until 1940-41. In that year a new course was added, Sociology 332, Social Problems; and Sociology 243 was changed to Sociology 143.

In 1942-43 Eastern changed from the semester system to the quarter system. The numbering of the courses was changed as follows: Government 111 became Government 10; Government 351, 30; Government 411, 40; Government 452, 41; Sociology 143, 14; Sociology 331, 30; and Sociology 332, 31. Government 311 was discontinued. The following courses were added: Government 11, State and Local Government; Government 42, Principles of Democracy; Sociology 20, Social Understandings; Sociology 35, The Meaning of Total War. In 1942-43 Government and Sociology were listed as separate divisions in the school catalog and no longer as a subdivision of the Division of Social Sciences. This practice has

continued to the present time (1957). In 1942-43 the Sociology courses were divided into lower and upper division courses. The lower division courses were Sociology 10, 14, and 20; the upper divisions courses were 30, 31, and 35.

No other changes were made until 1946. In that year a new course, Sociology 33, Criminology, was added. No changes were made in 1947-48.

In 1948-49 Eastern changed from the quarter system to the semester system. Government 42 became 453; Sociology 20, 200; and Sociology 33, 333. Two courses in Political Theory were added, Government 555, 3 hours, and Government 566, two hours.

The Government and Sociology curriculum in 1948-49 continued to the present (1957), with the following exceptions: In 1953-54 Government 111 was changed to 211, and Government 112 to 212. In 1956 Government 352, The Government of Kentucky, was added. In 1957 Government 453, Principles of Democracy, was changed from a two hour course to a three hour course.

From 1932-57 Government has been taught chiefly by Professors Virgil Burns, J. T. Dorris, and Charles A. Keith. Dr. S. H. Walker has taught a class or classes from time to time. From 1953-56 Mr. Glenn McLain taught International Relations and one other course in Government. Mr. McLain was chiefly responsible for getting the International Center established at Eastern. This was accomplished in spite of the competition of larger and wealthier colleges. After only three years, he left Eastern for the greater cultural opportunities of Boston. Fortunately, under the direction of Dr. L. G. Kennamer, the Center is continuing to render great service to the State. In the fall of 1956, Mr. Harry M. Chase taught two courses in Government. He left Eastern after serving only one semester, to accept a position in Nevada.

From 1932-1957 Sociology has been taught by the following persons: 1932-34, Mr. Burns and Mr. Dorris; 1934-35, Mr. Burns and Mr. Keith; 1935-40, Mr. Burns, Mr. Charles T. Hughes, and Mr. Keith; 1940-48, Mr. Jack Allen, Mr. Burns, Mr. Thomas D. Ferrell, and Mr. Hughes; 1948-57, Mr. Burns and Mr. Walker. Mr. Dorris taught American Government from 1926 to 1933 in addition to other subjects, and also, with Mr. Burns, until his retirement in 1953.

Mr. Burns has taught both Government and Sociology for the entire period from 1932-57. However, he has not been able to devote all of his time to either or both. For about twenty years he devoted part time to the teaching of Ancient, Medieval, and Modern History, chiefly Ancient History. For about ten years he taught one or more courses in Early American History.

At no time during the past twenty years has there been a sufficient number of teachers to teach adequately Government and Sociology. The classes in these courses have been large. Over the years, classes of 65, 71, 79, 83, 98, 129, and 202 students have been taught. Rarely have the classes been less than 50 or 60. During the past school year, 1956-57, the junior writer of this chapter had 689 students, and about 100 correspondent students. The other

teachers of these courses have had similar experiences with reference to large classes. Practically every semester during this long period of twenty-five years, students have been unable to take one or more of these courses due to overflowing classes.

Thus it can be readily seen that the teaching of Government and Sociology at Eastern has been done under trying circumstances. Budgetary frugalities or probably unavoidable lack of funds have resulted in handicapped students and overworked teachers. As a result of the conditions just cited, a knowledge of Government and Sociology has not been able to play its proper or possible role in the maintenance of a desirable political and social order.

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CHAPTER XXIX

HEALTH AND PHYSICAL EDUCATION

By Charles T. Hughes

Physical Education

Physical Education, known as Physical Culture in the early times and later called in turn, Physical Welfare and Recreation, had its early beginning at Eastern in 1910. The *Eastern Kentucky Review* for 1910 (Vol. IV. No. 4) included under the Department of Education a course in "School Games and Plays." Physical Culture was offered in the Training School as shown in a supplement of the *Review* for July, 1910: "The Course of Physical Culture will be found in R. Anna Morris's Physical Education. The work by grades is outlined on pages 14, 15, and 16."

The college Preparatory Courses, at the same time, required Physical Education, including gymnasium practice, and were under the personal supervision of Director Clyde Wilson.

In 1911 the Department of Physical Education offered a course in Swedish Gymnastics based upon the Ling System. The text followed was "Progressive Gymnastic Days Orders" by Dr. Ekebuske. Exercises on apparatus, dumbbell exercises, athletic games and track work were the activities stressed in the classes. Two hours a week (beginning with cold or inclement weather) were required for all normal students.

Miss Jean Hurst, teacher of expression and physical culture, took over the work for women in 1912, and in 1914 Ben H. Barnard was added to the staff as teacher of Manual Arts and Athletics. At that time both the Elementary and Intermediate State Certificate courses included a requirement of one hour of physical culture. Three days of Emerson's Swedish Gymnastics, two days of basketball, and gymnastics rhythm work were activities offered to women. The courses for men included gymnastics and seasonal activities, such as football, track, baseball, basketball, and tennis.

In 1917, under Physical Culture for Women, two terms of work were required in Physical Culture. The regulation gymnasium costume for women was a plain white middie blouse, full bloomers made of black serge, black hose and black gymnasium shoes. The chief purposes of the courses for women at that time were "to correct physical defects, to develop poise, strength, ease and grace in bodily movements, to afford pleasant recreation and to give the student a supply of suitable material for work in the public schools." Much time was given to playground work, captain ball, basketball, and other competitive games. Folk dancing, singing games, and special rhythmic work were also offered.

Mr. Charles F. Miller was in charge of physical education for men in 1917. The war conditioned the physical education for men, as evidenced by the following statement in the *Eastern Kentucky Review* for 1917 (Vol. XI, No. 4): "The greatest thing desired in this department is prime physical condition called fitness—fitness for anything a person may be called upon to do."

In 1918 Miss Anetta Hardin was teacher of Expression and Physical Culture for Women. Miss Anna Lee Davis, teacher of Health Education, and Miss Mary Ann McMillan, teacher of Expression and Physical Education for women, came to Eastern in 1919.

The Kentucky Legislature enacted in 1920 a physical education law which gave added impetus to physical education, particularly in the Normal Schools and the University. The law provided for physical education as a part of a school course in all schools of the state. "This law provides that the State University and all other State Normal Schools shall provide courses in physical education, and after July, 1921, all graduates from teacher courses in these institutions shall have completed one or more courses in physical education."

Miss Katherine Hammond was instructor of Physical Education for Women in 1920. Mr. George Hembree took over the athletic and physical instruction for men the same year. Physical education was required for the advanced certificate course for four terms three times a week. Miss Lorna Bressie was added to the Physical Education staff in 1922.

The old gymnasium, which burned to the ground in 1920, was replaced by a new frame building. The building had only fair accommodations and when used as an auditorium it seated 1,100 people. It contained modern equipment and the largest basketball floor in the State at that time.

By 1922 the beginning of a modern curriculum of physical education was well under way. Three physical education courses were offered in the Normal Department and thirteen courses in the Teachers' College. The catalogs from year to year gave many minor changes, such as the addition or subtraction of courses and many changes in the staff. Miss Eliza Hughes was an instructor in 1923-24 and after a leave of four years returned and resumed her duties. Misses Ruth Perry, Hortense Lewis, and Helen Russell taught physical education in successive years during Miss Hughes's absence. The physical education faculty was further augmented in 1928 when Thomas E. McDonough and Miss Gertrude Hood were added to the staff. Chas. T. Hughes was added to the staff in 1929, when he became head coach of athletics.

Stateland Field was completed in 1930 and the Weaver Health Building was occupied in the spring of 1931. The completion of these facilities made it possible to enrich and improve the health and physical education programs. The Health Building was well planned and contained a large and a small gymnasium, swimming

pool, apparatus room, two handball courts, laundry, adequate locker and shower rooms for both men and women, classrooms, and physician's suite. In 1950 the large gymnasium was almost doubled in size when an addition was made to one side. At the same time roll-away bleacher seats were installed, which greatly increased the efficient use of the gymnasium for physical education activities. Also, additional locker rooms, equipment rooms, and play rooms were constructed on the first floor. The Health Building fulfills a great need in the lives of all the students who come to Eastern.

Eastern's required physical education program, therefore, which was first recreational in nature, has slowly taken form. The first four-year Major Curriculum of Health and Physical Education was completed in 1930 and has been under constant revision. A feature of the program has been the requirement for the coaches of the athletic teams to teach one or more classes in health or physical education. Rome Rankin was added in September, 1935, when he was engaged as coach of football and basketball after Chas. T. Hughes had resigned as coach and remained as full time teacher of physical education and health.

After several years of excellent service to Eastern, Eliza Hughes resigned in 1936 and Miss Virginia Arbuckle was employed to take her place. Miss Arbuckle resigned in June, 1937, and Miss Elizabeth Cherry was then employed in September, 1938. She remained at Eastern until July 14, 1941.

From 1935 until 1941 there was no change in the staff for men's physical education department, and the department and curriculum gradually expanded. In September, 1942, Thomas E. McDonough resigned as head of the department to accept a position at Emory University. Chas. T. Hughes was appointed director of physical education and athletics, a position that he still occupies.

Eastern lost another member of her physical education staff when Mr. Hembree was inducted into the Army, January 25, 1941. He was an officer in the local National Guard Unit and had to report with his unit when it was called to the service in 1941. He later lost his life in an accident at the Air Field at Amarillo, Texas, in 1945. With the coming of the war years Eastern's enrollment dropped rapidly so that when the Army Specialized Training Program Unit came to Eastern in September, 1943, all required physical education was discontinued at the College, and the remaining men on the staff, Mr. Rankin, Mr. Samuels, and Mr. Hughes, taught the physical training program for the Army Specialized Training Program Unit until April of 1944, when the Army Specialized Training Program Unit was withdrawn from Eastern and placed back in the regular army. At one time during the following year there were only twenty five men enrolled at Eastern.

With the ending of the Second World War, Eastern's former students started returning from the service and these, together with the new students, helped generate an unusually rapid growth in the health and physical education department.

Miss Jane Oldham was added to the staff in September, 1946. She remained here until January, 1948, when Betty Harris was employed in her place. She was succeeded in 1951 by Charlotte Watson, who taught here for two years. Miss Martha Williams taught for two years before Miss Laura Ellis was added to the staff for one year. Mrs. Roy Kidd was employed in September, 1956, and she and Miss Hood are the current members of the women's physical education department.

On October 28, 1946, Paul McBrayer joined the staff when he became head basketball coach. On March 23, 1947, Rome Rankin, football coach, resigned his position to accept another at the University of Maine. On April 11, Tom Samuels was named head football coach, with Fred Darling becoming line coach and teacher in the physical education department. Then Glenn Presnell became a regular member of the staff in 1954 when he became head coach of football, after serving as backfield coach for seven years. Since then there have been no changes in the men's physical education staff.

The five decades of progress at Eastern has witnessed the development of physical education from a small beginning in 1910, up through its infancy and childhood until it became a four-year major curriculum of Health and Physical Education in 1930. It grew and expanded gradually in its early adult life with just a few majors at first with a gradual increase until the beginning of the Second World War years when the number of students in the department declined rapidly as did all college enrollments. With the return of the war veterans to college and the influx of new students, the physical education department began an unusually fast growth. Each year since 1950, there have been approximately two hundred students enrolled at Eastern who were studying for a first or second major in physical education or had expressed their intention of doing so.

Several hundred men and women have graduated from Eastern with a major in Health and Physical Education. The majority of these are currently teaching either in Kentucky or one of the neighboring states. As a rule, the reports that come back to Eastern in regard to these graduates state that they are doing a fine job in the teaching profession and their respective school systems would like to have more teachers from Eastern.

It has always been the policy of the physical education department to keep improving continually the curriculum to meet the need of the students as far as it was possible and practical to do so. This is becoming more and more difficult to do because of the large and increasing enrollment. At present three gymnasiums are needed, one for the men, one for the women, and one for the laboratory schools, with adequate play and game areas outside. This would mean the employment of several more teachers for this enlarged program.

Health

Several years elapsed after the founding of Eastern before there was any evidence of a definite health service program. The first evidence was in the way of health service, when in June, 1919, Dr. Wilson and Dr. Wittenburg were sent to Eastern by the Kentucky State Board of Health to vaccinate for pneumonia all students who were willing to be immunized against this disease.

At this time the Board of Regents also authorized the employment of a nurse for one month or longer if necessary. In August, 1919, Miss Bertha Conway of Ashland, Kentucky, was employed as a nurse and "general assistant to the Dean of Women." In 1920 a nurse was employed to devote full time to look after the health of the students. One or more nurses have been on duty each year since.

In April, 1926, the Board of Regents recommended that a physician be employed to look after the health of the students, and, in 1927, Dr. J. W. Scudder was employed as college physician.

The hospital was first housed in Cottage 2 of Faculty Row, and the college physician lived in Cottage 3. When Cottage 2 was razed in 1927, two corner rooms on the second floor of Sullivan Hall and one in Memorial were equipped to be used as hospital rooms. The nurse's quarters were located directly under the hospital rooms in Sullivan until 1939 when her quarters, along with hospital rooms, were equipped on the first floor. This part of Sullivan Hall is currently the site of the college infirmary.

The *Eastern Kentucky Review*, Vol. XI, No. 4, August, 1917, mentions for the first time courses in health. In 1919-20, Miss Anna Lee Davis, teacher of Home Economics, was designated to teach a class in Health Education. In the spring of 1925, it was recommended that a teacher of health be employed. Miss Joy Frazer, the school nurse in 1925, taught a class in Home Nursing. Also at that time Mr. A. B. Carter (now deceased, November 14, 1956) offered a course in health entitled "Sanitary Science." This seems to have been the first definite step toward the teaching of health.

When Dr. H. L. Donovan came to the presidency of Eastern in 1928 an expanded program of health and physical education began. Thomas E. McDonough was employed as Director of Physical Education and Dr. J. D. Farris as College physician and Director of Health. The work was made a distinct division of the college curriculum and was divided into three definite phases, namely, Physical Education, Health Education, and Health Service. Since then, a student could major in this field of study just as in any other department of the College. One of the highest compliments paid to the work that it attempted was expressed by a county health officer when he said that he could tell when he visited his schools whether the teacher had been a student at Eastern.

In the early years of Eastern's history, epidemics of measles and other diseases were quite common on the campus. Since the employment of Dr. Farris in 1928 as college physician, however,

and the establishment of the health service there has not been an epidemic of any contagious disease. Dr. Farris gave devoted and able service to the College until June, 1943, when he resigned to go to Emory University. Dr. H. C. Jasper served as college physician from June 1, 1943, until October 13, 1943, when Dr. Stephanie Young was employed as college physician. The successor to Dr. Young, who resigned on August 31, 1945, was Dr. Harvey Blanton, who was employed only as part-time physician. Eastern has not had a full-time physician since Dr. Young left here. Dr. Blanton served until he took a two year leave of absence beginning September 15, 1954, and ending September 15, 1956, when he returned to his position. Dr. Hugh Mahaffey was the college physician while Dr. Blanton was on leave.

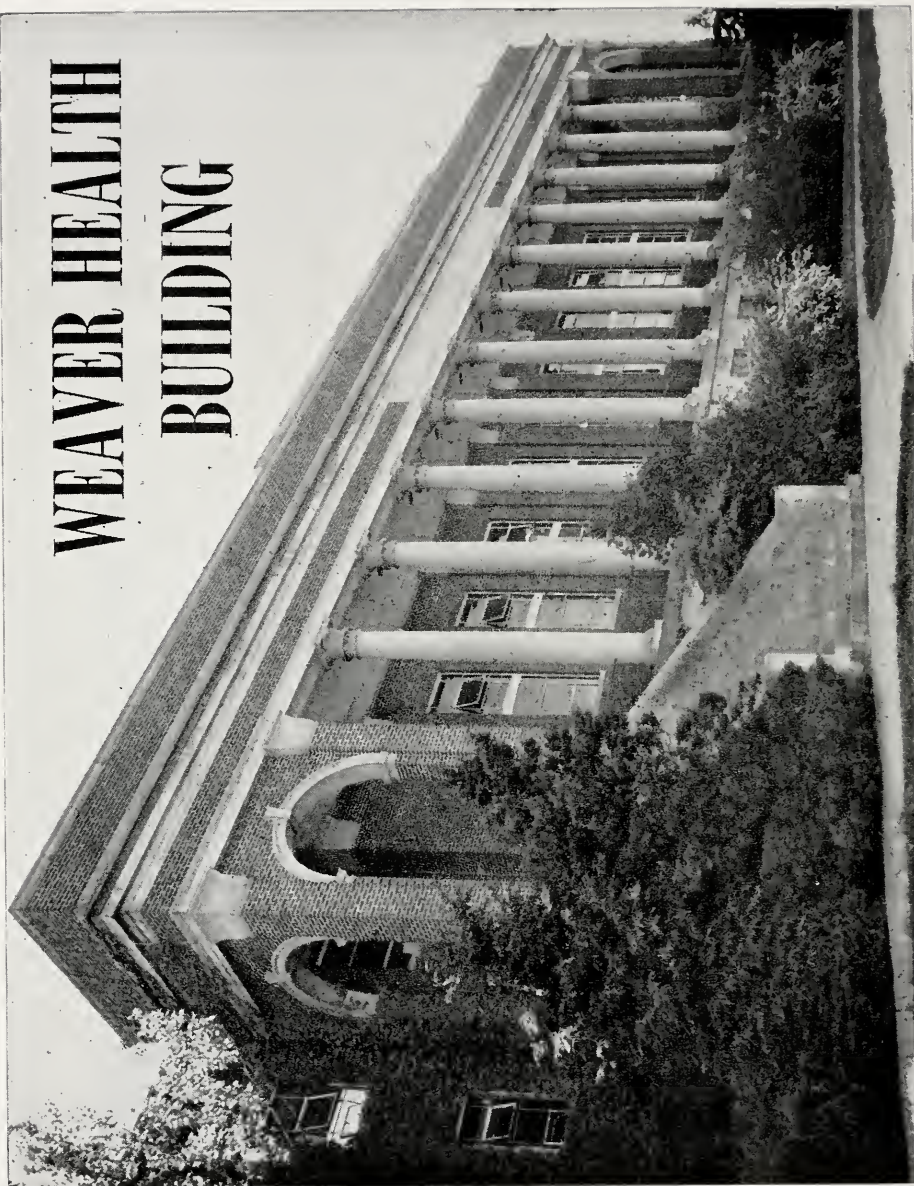
In September, 1945, Mr. Tom C. Samuels was moved from his position as science teacher in Model High School to the Health and Physical Education department in the College and became instructor in health and in charge of health education at the College. He performed his duties with outstanding ability until he resigned on November 15, 1953, to go into business in Orlando, Florida. Then Dr. John H. Cooper was employed as teacher of health and in charge of the Health Education program. He began his duties in September, 1954, and is still very ably performing them here.

The five decades of Eastern's history has seen Health Education grow from the first mention of a health course in 1917, to the present, when a student can get a minor in health. Also it has grown from the one course in 1917 to the present when one or more courses are required in health by fifteen of the seventeen major curriculums at Eastern. Also it has grown from the students in one class in 1917 to five hundred and sixty students enrolled in thirteen health classes offered the first semester of the school year, 1956-57.

Dr. Jacob D. Farris, College Physician, 1929-1943. Now at the University of Kentucky.



WEAVER HEALTH BUILDING



The Weaver Health Building: The center of Athletics

CHAPTER XXX

HISTORY

By Kerney M. Adams and Clyde J. Lewis

The history program at Eastern during the past half century cannot be described strictly as a departmental offering. At no time during the period was there a Department of History clearly differentiated from the College's instructional program in the social sciences generally. In the very early days, when there were only nine instructors on the entire faculty, each teacher had to be capable of dealing with subject matter in different fields. Later as the faculty increased in size, there was more specialization in the interests of scholarship and efficiency, but the tradition of flexibility remained. In 1910 a Department of History and Civics was listed in the *Eastern Kentucky Review*; in the early 1920's a Department of Citizenship offered courses in history; the catalogue of 1926 listed a Department of Social Science; and in 1932 this unit was made a Division, with a Department of History and a Department of Geography. Yet, even after 1932, courses were often traded back and forth between the nominal departments of the Division, a practice which indicates how relatively insignificant the departmental distinctions were.

History classes were first taught in the old University building; after 1909, more adequate classrooms and offices were made available in Roark building; and since 1928 the history faculty has been furnished with even more modern facilities in the Administration building. The history faculty itself has increased from the equivalent of one fulltime instructor to six; too, educational qualifications have been steadily raised.

At many other institutions, particularly at the large universities, emphasis has been placed upon the specialized knowledge and techniques required by professional historians. In contrast members of the history staff at Eastern have always been primarily interested in the practical advantages of their subject for the prospective teacher and citizen. During the first two decades, the fundamental objective was maintenance of high scholarship in the teacher training program of the College. Later, as that program was broadened, increasingly more attention was given to the problem of improving the general education of the individual student. This rather noticeable orientation away from historical orthodoxy necessarily limited professional activities such as the production of articles and books by members of the staff, although such publications were by no means lacking. There were, however, very im-

portant compensations in the purposefulness, in the social awareness, and in the sincere idealism which have been shown by professors and students for five decades.

The chronological survey required to illustrate these preliminary generalizations must begin with the period between 1906 and 1912 when historical study at the Eastern Normal School was in its embryonic stage. This was an era of pioneering, of material obstacles, personnel shortages, and relative disorganization. Nevertheless, a basic philosophy was beginning to exert its influence during those years.

Judged by present standards, the program was inadequate and unrealistic. There were only two teachers of history on the original faculty. Dr. Virginia Spencer taught European history as well as the German language, and Miss Elizabeth Cassidy taught American history and sociology. In 1909, both of these instructors left the faculty. They were replaced by Professor J. A. Sharon, who had originally been Director of the State Certificate Course. Obviously, the teaching duties in history and social science were more than one man could easily handle. Hence, the Latin and German teachers taught courses in Ancient, Medieval, and European history, and the teacher of penmanship taught American history. Enrollment was exceptionally heavy, as is evidenced by one American history class in the spring of 1909 which contained 146 students. Yet despite the limitations, a surprising array of courses were offered. American history and Modern European history courses of two terms each were conducted in 1907-08. Medieval history was added as a two term course in 1908-09, along with two terms of English history and a course in Kentucky history. By 1910, there were also two terms of Ancient history, one dealing with Greece and the other with Rome.

In view of the personnel situation, this was undoubtedly an overly ambitious program, but it was attempted with a zeal which lessened its weaknesses. Sincere interest in learning, profound respect for scholarship, and seriousness of purpose, qualities often strangely foreign to modern higher education, were all common characteristics of Eastern during these early years. Teachers, according to the *Review*, needed a real grasp of subject matter before they could teach. Presumably, students were expected to be interested in Dean Spencer's extra-curricular lectures on "The Free Cities of Italy" or "The Cathedrals of Europe." In class, they were asked to prepare maps, outlines, and reports, to read Roman documents in the original Latin, and to write essays in which the results of their study were effectively presented. Student participation was constantly stressed, but it was always expected to produce worthwhile contributions. The study of history involved the search for cause and effect in an effort to find "tendencies and principles" which might be valuable in the contemporary social situation. Upon such sound philosophical foundations, succeeding teachers at Eastern have been able to build with pride and confidence.

By the fall of 1912, when Mr. Charles A. Keith came to teach history and government on the campus, the early period of pioneering was over and a decade opened which would see the history program gradually become stabilized and adjusted to the growth from Normal School toward college status. This second stage of development lasted until 1924, when Eastern first offered a four year college program. Although the years between 1912 and 1923 were years of progress, it was often halting progress. Many of the early problems still remained, and, in addition, there were distractions, particularly those created by World War I. Through the whole period, the original general objectives and ideals remained, but they were reinterpreted to fit the contemporary situation.

The shortage of personnel continued to be the greatest difficulty. Professor Keith, as head of the recently created Department of History and Civics, was the only full-time member of the Department until the fall of 1918 when Mr. J. R. Robinson was assigned as an assistant. Professor Grinstead and Miss Maude Harmon, both of the Language Department, continued to be responsible for Ancient history; and, from time to time, teachers in other departments took over American history courses. With this faculty, the Department offered courses in history, civics, economics, and sociology, at both the normal school and college level; for, after 1918, the catalogue described a full program of teacher training involving two years of college work. The resulting teaching load was heavy. In the fall of 1922, for example, Professor Keith taught eleven hours a week in the Normal School program as well as nine hours of college work. As can be imagined, there was no dramatic expansion of the history curriculum. Although the original curriculum was retained essentially intact, it was actually trimmed down during the war years by reducing the courses in Medieval, Modern,¹ and English history at college level to one term each. The curricular economy thus achieved was partially spent in offering an advanced problems course (1920), and a special course in contemporary American history, with special emphasis upon the recent war (1920). This flurry of course changes, accompanied by frequent renumbering and redistribution of content between 1918 and 1922 reflected an almost frantic effort to meet new demands created by the immediate post-war situation.

In other ways, the war affected the tone and spirit of historical interpretation at Eastern. During the years immediately preceding the conflict, there were many signs of healthy scholarship and sound objectivity. Several student essays, published in the *Eastern Kentucky Review* for 1916-1917 (vol. IX, pp. 4-16), approached professionalism in their handling of source material and thoughtful interpretation of historical subjects. The war, however, served to narrow viewpoints, often diverting social idealism and academic curiosity in the direction of self-righteous nationalism. As has

¹ In fact, Medieval and Modern history were compressed temporarily into one course in 1922.

already been indicated, there was a decided shift of emphasis from European to American history in the curriculum. This was accompanied by more stress upon patriotism and good citizenship as primary objectives in teaching history. Courses described in the catalogue as late as 1922 were designed to "make a student love his country more," or "to mold citizenship" by preparing students to combat the "extremist views" of Bolshevism. However, some indications of a more rational approach appeared amidst the war fever. "Now is a good time for high schools to lay emphasis . . . upon European history," cautioned the *Review* in the fall of 1917 (vol. XII, p. 4). "Our relations to Europe will never again be the same as they were before the War. The Atlantic no longer divides us. Hence we need to study European history from a different standpoint." And the writer went on to call for an "inter-national patriotism" based upon a belief in the brotherhood of all nations. Here again was an expression of principles derived from sound historical interpretation, in the best tradition of the past and with great promises for the future.

For more than two decades after 1923, there were no dramatic changes significant enough to mark the end of an era in the history of the Department. To a great extent, the twenties and the thirties brought relative stability and slow development within the limits established when Eastern became a four year college in 1923. There was expansion of the Department during the boom psychology of the middle and late twenties; the old problems eased somewhat; and, during the depression decade of the thirties, the teaching of history at Eastern was stimulated by the rising tide of social protest, prevalent in the country as a whole. The Second World War brought an end to this period of normal growth and calm confidence. Meanwhile, a progressive spirit of social awareness became more characteristic of the teachers and students who participated in the study of history and the other social sciences.

In contrast to the first fifteen years, there was no serious shortage of faculty members during the twenties, thirties, and early forties. The heavy load of Normal School teaching was gradually removed from the college staff as courses beneath college level were shifted to Model High School. Five new teachers were added before 1942: Miss Mary Floyd (1924), Dr. J. T. Dorris (1926), Mr. Kerney M. Adams (1929), Mr. Virgil Burns (1932), and Dr. Jack Allen (1941). The teaching burden was also relieved by the addition of other teachers for subjects within the Division of Social Science, notably, Miss Mary F. McKinney (1928) and Dr. L. G. Kennamer (1928) in Geography, and Mr. W. J. Moore (1928) in Economics.

As the faculty expanded, new courses were introduced, courses which often reflected the specialties and interests of new staff members. The two American history survey courses were augmented by sectional courses dealing with the South and the West, and by courses in immigration and local history appreciation. A

course in Latin American history was introduced in 1926. Kentucky history, already in the curriculum, began to be offered regularly. After some experimentation, the English history offering was stabilized in three courses which effected a complete chronological survey of the field. There were particularly significant changes in European history. The Medieval history survey was dropped, but the modern period continued to be offered in a two semester survey, and by 1942, three new courses had been added: Modern Germany, the French Revolution, and Modern France. A special course dealing with the causes and course of the global war was also introduced. By the mid-forties, the Department offered complete survey courses in American, English, and Modern European History, as well as a varied assortment of specialized courses².

The most significant curricular achievement of the period came in 1935 when the Department began offering "The History of Western Civilization." The new course resulted from previous deliberation among members of the history staff and the college administration, who were aware of a growing need for a new approach to history. Although utilizing the same material covered in ancient, medieval, and modern history courses, the Civilization course was much broader in both content and perspective. It was described in the catalogue for 1938-39 as designed to "provide an introduction to the social sciences and related subjects that the student may, early in his college course, come to understand that man and his history can be studied scientifically only in the light of investigations . . . in archeology, anthropology, economics, sociology, and psychology." Since 1935, the Civilization course, required of most students of the College in either the Freshman or Sophomore years, has been the main vehicle of the Department's general education offering, as well as the foundation course for those majoring in history and the social sciences. Introduction of the course marked an important milestone in the process of making history a meaningful subject, capable of application in meeting contemporary social and political problems.

The end of World War II brought another turning point in the development of Eastern's history program. In contrast to the preceding two decades of stability and evolutionary change, the next ten years were marked by rapid expansion and experimentation. The new situation was partially the result of momentous social and political changes which greatly increased the college enrollment, affected the mental attitudes of both returning veterans and high school graduates, and created more demands for an instructional program suggested by the personal insecurities and the

² Between 1924 and 1932, the Division of Social Science offered courses in American and European Economic History but these were shifted to the Department of Economics after the departments were organized in divisions in 1932. A few graduate courses in history were offered in 1925-26 when the College first attempt to offer a graduate program. These courses were abandoned, however, when the graduate program was abandoned temporarily in 1936-37. Although graduate work was resumed in 1941, there were no graduate courses in history offered during the period between 1941 and 1946.

perplexing problems of an atomic age. In addition, there were changes in personnel within the Department, changes occasioned by the retirement of professors who had served the College for many years, during which time, their experience had helped to maintain continuity and balance. Yet for all the disruptions, inevitable in any period of re-adjustment, there was steady progress in meeting the exacting requirements of a new academic era.

This post-war period has been marked by a number of changes in the personnel of the history and social science staff. Dr. Allen left the campus for another position in 1946 at which time Mr. Clyde J. Lewis was employed. In the spring of 1948, Mr. Horace Raper joined the staff. The next changes came in 1953, with the retirement of Professors Keith and Dorris and the elevation of Mr. Adams to the headship of the Department. Additional staff changes have been occasioned in recent years by the increasing orientation of the divisional curriculum toward general education and by rapidly expanding student enrollments. Mr. Glenn McLain and Dr. Edward Peterson were employed in 1953. In 1954, when Dr. Raper and Dr. Peterson resigned, Dr. Paul C. Nagel and Dr. Robert C. Donaldson joined the staff. In 1956 Mr. McLain resigned and Dr. George W. Robinson and Mr. Harry M. Chase were employed. There was, however, no dramatic increase in the number of full-time teachers in the Department, for Miss Floyd, as head librarian, was only available for an occasional offering of Kentucky history, and Mr. Burns's services were completely devoted to political science courses. The staff included six history instructors, the same number as ten years before, and, in view of a continually expanding enrollment expected for the future, the old personnel problem, so prevalent down to the mid-twenties, was again looming ahead.

With the increased emphasis of recent years on general education, the Department has assumed a responsibility for meeting the needs of students majoring in other subjects. Accordingly, methods of instruction have been modified in order that historical material might have more significance for students who are primarily concerned with science, music, art or commerce. History classes have become more informal, free discussion replacing lectures wherever such a change has seemed calculated to stimulate critical thinking without lowering instructional standards. The new curricular orientation of recent years has been reflected most clearly in the introduction of a two-semester course entitled "The Ideological Foundations of Western Civilization."³ Begun in 1948 as an experimental course in "The Intellectual History of Europe" at the graduate level, it was reorganized in 1953 as a senior course and required of history and social science majors. After that time, the course has been conducted in accordance with a fairly consistent pattern of method and content, although its status in the college curriculum has changed as its value has been demonstrated. The

³ An article describing this course appeared in the *Journal of Higher Education*, XXVII (December, 1956), pp. 489-495, 513.

"Ideological Foundations" course was designed to acquaint students with the fundamental ideas of the great thinkers in many different fields who have contributed to the Western ideological heritage. For the most part, these ideas have not been evaluated, but students have been encouraged to seek understanding, in the hope that they might develop their own powers of original thought and arrive at their own philosophic conclusions. The most striking characteristic of the course has been its prevailing atmosphere of flexibility and intellectual freedom. Instructors and students read the selections and discuss the ideas in class without a pre-arranged schedule of procedure or formal exposition by the professors. Another unique feature of the course is its integration of ideas and techniques from many different disciplines, including science, literature, and the arts, as well as the social sciences. Occasionally, professors from other departments have attended classes and participated in the discussion. These methods and practices have attracted such wide attention that the course has enrolled an increasing number of students from other divisions. After 1955, it was coming to be regarded as an upper division general education course rather than an advanced course in the social sciences.

As increasing attention has been given to the general education program, and as the problem of finding students and supplying teachers for orthodox history courses has become more difficult, the offering of such courses has been limited. This trend was particularly noticeable after 1953 as the expanding enrollment of the "Ideological Foundations" course required more instructors. For a few years following the War, courses of the traditional type continued to be added. These included "The History of the Far East" (1946), a two semester senior seminar in historical research (1948), and "The Ante-Bellum Period" in American history (1951)—all at the undergraduate level. In addition, three similar graduate courses were added: "The American Colonial Period" (1947), "The American Civil War and Reconstruction" (1947), and "The American Federal Period" (1950). One other course, "History as a Social Science", introduced in 1949 and offered only infrequently during the next few years, utilized a generalized and philosophic approach, somewhat similar to the "Ideological Foundations" course, but it was generally overlooked in the history curriculum. Beginning in 1953, however, the new emphasis was definitely indicated by the courses abandoned. In 1954, "Modern Germany" and "Modern France" were dropped; in 1955, eight more courses were omitted from the catalog: "The French Revolution," "The History of Latin America," "Local History Appreciation," "The Global War," the undergraduate research seminar, and the three specialized graduate courses in American History. At the same time, the graduate program was reoriented by the introduction of two problems courses in American and Ancient history and by moving "History as a Social Science" to the graduate level. Although these changes limited the variety of courses in the history curriculum, they were effected in order to utilize the Department's

resources more efficiently in performing its primary function for the College.

At the time this account is written in 1956, members of the history staff are devoting their attention to another divisional curricular experiment designed to improve the general education program. Since 1954, some thought has been given to the possibility of integrating the sophomore "History of Civilization" course and the freshman "Social Science" course as a more effective means of accomplishing the general education objectives to which the history and social science staff is committed. Meanwhile, the Civilization instructors have attempted to formulate their objectives and modify their presentations so that the proposed synthesis of the two courses might be effected. Following a good many consultations, during which the experiences derived from both courses were shared, a first step toward realization of the goal was taken in the summer of 1956, when three sections of the integrated course were scheduled for the fall semester. The new course is still in the experimental stage, but it promises to produce results comparable to those achieved by the introduction of the "Ideological Foundations" course three years earlier.



A Commencement Procession Passing Roark Building

CHAPTER XXXI

HOME ECONOMICS

By Miss Mary King Burrier

In the minutes of the Board of Regents of February 18, 1909, the following resolution was adopted: "Whereas: It is the judgment of the Board of Regents of the Eastern Kentucky State Normal School that teachers sent forth from this institution should be fully equipped to instruct properly the children of this commonwealth along more practical lines, therefore: Be it resolved, that we are of the opinion that the following courses of instruction should be added to the curriculum by the Normal Executive Council and that instruction should be begun in them as soon as practicable: First, Elementary Agriculture; Second, Manual Training; Third, Domestic Science."

A joint meeting of the Boards of Regents of the Eastern and Western State Normal Schools was called to order Friday, November 19, 1909, at 10:30 A.M. in Richmond, Kentucky. Regent Jere A. Sullivan discussed the curriculum of the Normal Schools, urging that it should be made more practical by including elementary agriculture, domestic science, etc.

At the meeting of the Executive Committee of the Board of Regents, June 4, 1910, on motion, Dr. Crabbe was authorized to employ a teacher of Domestic Science and Handwork. Mrs. S. B. Hume was employed at a meeting of the Board of Regents, October 21, 1910, to teach Domestic Science and Handwork at a salary of \$460.00 a year; the next lowest salary was \$700. She had been a student at Bellwood Seminary, the Kentucky Presbyterian Normal School and the Cincinnati School of Domestic Science.

Domestic Science

A quotation from Summer School 1912 catalog states: "The Department of Domestic Science has become a part of the regular course of the school. Its purpose is to give the young women instruction in subjects that pertain to the life and well being of the home. It prepares the student to plan and care for a home with taste, economy, and skill to meet the problems arising in the law of the home with a knowledge based upon actual experience. It also familiarizes the students with scientific and artistic principles underlying the work, and its educational value as well as its practical utility. In this we desire to stimulate the ambition of our students, old and young, to have not only better dietary conditions in the home, but a more comfortable and a more attractive home."

The normal course in Domestic Science embraces the following subjects: cookery, foods, dietetics, nutritive value of foods, food economy, chemistry of cleaning, house construction, home decoration, house furnishings, house sanitation, physiology and hygiene, household economy, income, expenditures.

The name home economics was used for the first time in the catalog of 1922; the courses were divided into "normal school and teachers" college courses.

One of the four cottages on the campus was equipped for teaching domestic science. Later the department was moved to the basement of Roark and then back to the cottage, where it stayed until the building of the new Burnam Dormitory necessitated tearing this building down; and in 1926-1927 the department was moved to the basement of Sullivan Hall, a dormitory for girls. In 1939 the department was again moved, this time to the Fitzpatrick Arts Building in a wing planned and built for home economics.

Equipment

The hollow square was used in the early food laboratory. The desks had a composition top. Each student had five drawers, a cutting board, a bread board, and pull-out seat. Gas plates and portable ovens were used for cooking. When one four-oven stove with thermostat control was purchased, it was considered a great luxury. Contrast this equipment with the new laboratory: Three unit kitchens, one all electric, complete with range, refrigerator, dish washer, and small electrical appliances; another with kerosene and ice refrigerator; the third, coal stove and ice refrigerator.

Because of the general use of bottled gas and electricity in the area served by Eastern, the experiences with the coal range were no longer needed and it was sold. In 1954 the kerosene range was discarded for the same reason.

The laboratory has cabinet desks for twenty-four students, with six modern gas ranges. The students of the Industrial Arts Department made tables and chairs so that each girl can practice table service.

A family-size living room and dining room make it possible for the girls to entertain friends and to give the students real experience in being a hostess or a guest.

The clothing laboratory has built-in cabinets, sewing tables, and full-length mirrors. Electric machines have replaced the treadle machines first used. The newest purchase is a table with two built-in machines. Ironing boards and steam irons make pressing convenient for the girls.

The home nursing class has a laboratory equipped to prepare the students to care for the sick in the homes.

Real experience with laundry is made possible by an automatic washer and ironer in the ground-floor laboratory.

The Child Development Class uses an off-campus kindergarten for experiences with children.

Two class rooms for the lecture courses complete the physical plant.

Curriculum

In 1929 the Home Economics Department made changes to train teachers in Federally aided schools. These changes included a special teacher to supervise teachers in the Training School and a course in home management.

The course in home management has had three homes: New Stateland, on the college farm; a cottage on South Second Street; and its present home, Cottage Three on the campus.

In 1949 Miss Ruth Van Horn, Program Specialist Home Economics Education, Central Region; Miss Mary Lois Williamson, Director Home Economics Education, Kentucky; and Miss Mary Belle Vaughn, Assistant Director, participated in an evaluation of the department. Changes were made both in the subject matter and in the curriculum as a result of the study.

The present curriculum includes areas in: Housing, Home Furnishings, Equipment, Food and Nutrition, Clothing, and Textiles; Health and Home Care of the Sick, Family Relations and Child Care; and Family Economics and Home Management.

Two curricula are available for the girls, professional and non-professional. The graduate with a professional degree has a wide choice of positions. Almost all of Eastern's professional graduates are home economics teachers in vocational high schools, lunch room supervisors, or home demonstration agents. The non-professional graduates may be home service supervisors with power or gas companies, or assistant dietitians in hospitals.

Faculty

Eastern has had the following teachers:

Mrs. S. B. Hume	1910 - 1913
Miss Frances Heverlo	1913 - 1914
Miss Edna Louise Strader	1915 - 1917
Miss Kathleen Sullivan	1917 - 1921
Miss Anna Lee Davis	1917 - 1920
Miss Jane Rice	1920 - 1922
Miss Ruth Woods	1922 - 1923
Miss Ruth Dix	1923 -
Miss Jane Bell	1921 - 1925
Miss Mary King Burrier	1925 - to present
Miss Evelyn Slater	1927 - 1932, 1940 - to present
Miss Rachel Acree	1927 - 1929
Miss Elizabeth Haddux	1929 - 1930
Miss Lily Kohl	
(Institutional Management)	1934 - 1935
Miss Mary Adams	1930 - 1936
Miss Alma Regenstein	1938 - to present

Mrs. Robert Coleman	1949 - 1950
Miss Virginia Musick	1950 - 1951
Mrs. Mary Pickett	1952 - 1953
Miss Willie Moss	1953 - to present

At present the four home economics teachers have masters degrees, with advanced study at Columbia University, California University, Chicago University, Syracuse University, University of Alabama, and University of Kentucky.

Weaver Award

Since 1945 a home economics graduating senior has been honored through the generosity of Mr. Weaver, a member of the Board of Regents from 1920 to his death in 1932. He left a sum of money, the interest to be used for an award each year to the outstanding home economics senior. A committee of students and the home economics faculty set up plans for the selection of the girl. The home economics faculty nominates two or three senior girls, and the major junior and senior girls vote on the nominees. The standards used for the selection are:

1. Attitude toward department and people. Interested, takes part in department activities.
 2. Personality, leadership
 3. Dependability
 4. Honesty
 5. Willingness to work
 6. Cheerfulness
 7. Loyalty
 8. Lives up to home economics standards: a. Appearance, b. Manners, c. Health.
 9. Grades
 10. Will represent the department well after graduation.
- 1956 finds that the Eastern home economics graduates are fulfilling the goals of the home economics department:
- First, to provide opportunities for the growth and development of a student for home and family living;
- Second, to provide opportunities for training in a profession.

CHAPTER XXXII

INDUSTRIAL ARTS

By Ralph W. Whalin and John D. Rowlett

On June 24, 1909, President John Grant Crabbe was authorized by the Board of Regents to employ an instructor of manual training and mechanical drawing. In the same year a power plant was erected with facilities on the second floor for manual training and mechanical drawing. One shop room was 40 x 45 feet in size with provision for twenty work stations; an adjacent room was equipped with 15 drawing tables. The program consisted of woodworking and drawing for students in the Normal School, including those on both the high school level and the two years of college then offered at Eastern. Some conception may be gained concerning the type of equipment used from the mention in one of the college publications, dated 1911, of a motor driven "grindstone" and "circular saw" with an ample supply of hand tools.

The department expanded the offering over the years to include in 1920: drawing, carpentry, wood-turning, cabinet making, mill work, forging and farm mechanics. Students were permitted to specialize to the extent of ten semester hours. The institution being a normal school, a major was permitted only in education with subject matter fields not being given that status. Two faculty members were teaching in the department with one devoting attention to hand work, largely for elementary teachers.

The early twenties saw the department develop into a four-year program under the guidance of Mr. N. G. Deniston, this being the first time that a staff member devoted all his energies to industrial arts. He remained with the department for thirty-three years until his death in July, 1952. In the year following his death, the Industrial Arts Department established the Noble G. Deniston Industrial Arts Award to be awarded annually to an outstanding junior or senior industrial arts major.

As the institution progressed in 1922 from a junior to a senior college, the high-school-level classes in the normal school, totaling four courses or two units credit, received less emphasis. In 1926 thirty-four semester hours of industrial arts appeared in the catalog. The offering included drawing, design, cabinet making, wood-turning, pattern making, farm mechanics, sheet metal work, home decoration, industrial education, and a course for camp-fire girls.

The Industrial Arts Department moved from the power plant into the basement of Memorial Hall Annex, a men's dormitory,

in 1926, where it remained in temporary quarters for a period of two years. It then moved into the old library building, formerly the Academy of Central University. This was a small story-and-half brick structure located directly in front of the present Student Union Building. Although this location enabled the department to have its own building, it provided only one fairly large shop, a drawing room on the second floor and several small auxiliary rooms. The building was far from modern or adequate to house a growing program.

This was an era of considerable change in the concepts of the subject and there appeared in 1927 the following additional courses: descriptive geometry, home mechanics, history and organization of industrial arts, teaching and supervision of industrial arts, auto-mechanics and lettering. A total of forty-three semester hours were offered. In 1928-29 a course entitled Wood-Finishing and Decoration was added.

The depression years of the thirties caused the department to delay plans for expansion, forcing it to maintain the status quo. However, plans for plant expansion were made, and in 1937, a second member of the staff was employed. A course in general shop, an orientation course for all freshmen majors and others desiring some industrial arts experience, was offered for the first time. A production program was initiated to provide additional shop skills and an opportunity for needy students to earn a portion of their expenses while in college. From ten to twenty young men worked in this program every afternoon building equipment for the campus.

The Arts Building was constructed in 1939, to house the Industrial Arts and the Art and Home Economics Departments. This gave the department approximately 10,000 square feet of floor space for laboratories and auxiliary rooms. Included were two wood shops, one general metal shop, a comprehensive general shop, a drafting room, a small electrical laboratory, offices, storage and supply rooms. The department for the first time was housed in a modern building with new equipment. The shop benches and drawing room equipment were built of modern design by the students in the production program.

The school year 1939-40 was therefore the beginning of a period of great expansion. A third member of the staff was employed and placed in charge of the metals phase of the curriculum. Courses were added in machine shop, sheet metal, art metal, general metal, and welding. This division of the program was given equal status with the other two areas, wood-working and drawing. An area curriculum of forty-eight semester hours minimum was established at this time with a majority of the majors electing this curriculum. A total of sixty-two semester hours was offered in the department.

The war years of 1941-45 found all able-bodied men gone from the campus and the teaching staff reduced to one member. Two

students majoring in the department lost their lives while serving their country, George Innings and Bert Smith.

Immediately after Word War II the department experienced a rapid growth due to the great influx of veterans. The staff was increased to four in 1946-47. In 1947-48 a carpentry course was initiated, providing six hours of credit, and meeting for half-day sessions. Three projects were completed in successive years. These projects consisted of three houses built for the College on the campus and later rented to faculty members.

During the early fifties the department experienced unprecedented growth. A technical curriculum was established in 1953-54 for those not wishing to teach and preparing to enter business and industry. This curriculum enabled the student to specialize in one area of the department with a strong background in the sciences. Graduate courses were offered and a minor subject matter area was made available on this level. A fifth staff member was added in the school year 1955-56.

This period saw the drafting division moved into the Science Building, enrolling approximately two hundred students during the first semester of the school year 1955-56. It became necessary to open a second drafting room for the next school year in order to accommodate all students requesting entrance into this area of the department.

The electrical area was also developed with another staff member being employed starting in September, 1956, and devoting part of his time to this subject. A total of six full-time faculty members were teaching in the Industrial Arts Department during the school year 1956-57. The enrollment totaled over five hundred the first semester of 1955-56.

More than one hundred thousand dollars worth of machines, tools, and equipment are available for instructional use by the students. The laboratories are well equipped for the purpose of preparing teachers of industrial arts.

Two courses in crafts have been recently organized, including leather-craft, plastics, carving, and metal enameling. The freshmen courses are often large, requiring from three to four sections. This is especially true of mechanical drawing and general shop. One hundred twenty-six semester hours are offered in the college catalog.

The department's greatest accomplishment is measured in terms of the success of its graduates. More than three hundred and fifty men have graduated with a major in industrial arts. Forty-seven graduated during and at the end of the school year 1955-56. Seventeen are teaching in colleges and universities. Many are teaching in vocational and technical schools and hold administrative positions, including that of industrial arts supervisor. Several hold the highest graduate degree and others are approaching this stage in their educational preparation.

Fewer than one third of the graduates are in occupational pursuits outside the profession of teaching. The Industrial Arts

Department has constantly kept before it the function of preparing teachers for the secondary schools of the State. It has met with considerable success in achieving this aim, having graduates teaching in every section of Kentucky and in twenty other states.

The objectives of the Industrial Arts Department are:

1. To prepare industrial arts teachers for the secondary schools of the State.
2. To provide related preparation that may be of value to the student with vocational work experience who expects to enter vocational teaching.
3. To enable college students to secure experience in certain basic industrial arts courses for their general education value without regard for the individual's future occupation.
4. To provide certain service courses for students majoring in elementary education and other curricula in the college.

The present staff, starting the school year 1956-57, in order of years of service, with their subject matter areas of teaching and the date of appointment to Eastern's faculty are:

1. Ralph W. Whalin—Chairman and Professor, woodworking and professional courses, 1937.
2. James Homer Davis—Associate Professor, metal working, 1949.
3. John D. Rowlett—Assistant Professor, drawing and design, 1951.
4. Thomas E. Myers—Assistant Professor, general shop and crafts, 1952.
5. Willard E. Swinford—Instructor, woodworking and drawing, 1955.
6. Dale Patrick—Instructor, electricity and metalworking, 1956.



**Nobel G. Deniston
To Eastern in 1919;
Industrial Arts;
Deceased, July, 1952.**



The Industrial and Fine Arts Building



A shop in Industrial Arts

CHAPTER XXXIII

MATHEMATICS

By Smith Park

The history of the Mathematics Department began with the meeting of the Board of Regents on November 8, 1906, in which J. A. Sharon was elected as a member of the faculty of the new school. Mr. Sharon taught Mathematics for a period of only one year, however, and then he became director of the Certificate Courses, and later, for a number of years, he was a teacher of American History and Civics until his connection with the school terminated in 1912. His former students state that he was a short, heavy-set, robust man with red hair and mustache. He was an excellent and thorough teacher.

Beginning in the same year was J. R. Johnson, who had been a teacher in Mechanical Engineering and Mathematics at Kentucky State University for the twelve preceding years. He was Head of the Department and taught Mathematics at Eastern from 1906 to 1916 in a manner noted for thoroughness and for consideration for his students. Mr. Johnson was a graduate of Kentucky State College, as was Mr. Sharon. In addition to being a teacher of Mathematics, Mr. Johnson was the school's surveyor of roads and lands. He also managed Memorial Hall affairs where, as Dean of Men, he looked after the temporal comforts of the men. After leaving Eastern, in 1916, he returned to Kentucky State University, where he served the balance of his academic life and only recently, September 14, 1955, died at an advanced age.

The hospitality of Mr. and Mrs. Johnson was so bountiful and sincere that their influence was felt far and wide. He liked to dwell upon the days of his youth and to regale his students concerning the feminine pulchritude and masculine virility in the upper regions of the Big Sandy River.

In the summer of 1912 there came a man to the campus of such a stature that his influence is still felt in the field of Mathematics throughout Kentucky. He was C. E. Caldwell. He had degrees of B. S. from National Normal University, B. A. from Marietta College, an A. M. from Ohio State University, and had done one year graduate work at Ohio State University. He also had several years of experience as Superintendent of Schools and Mathematics Instructor in the schools of Ohio.

For a span of twenty-four years, or until 1936, he taught his classes by a method all his own—a method no one could possibly imitate and consequently no one tried. Each recitation was planned

to the smallest detail in content and in time, and any intent of a student to interrupt the procedure by a question or an effort to get away from the subject was met with a pleasant but firm, "Just a moment, please," and the planned routine went on. The mills ground slowly but they ground extremely fine, and his students, however weak, learned by dint of continued drill and repetition, supported by extra laws and helps written on window shades that were brought to class and unrolled each day. It would take several weeks for a new student to know what was going on, and then he would begin to see the light and finally thrill to his unexpected progress. His method was appropriate for the time and circumstance in which he taught.

Mr. Caldwell was of a most retiring disposition, and it is believed that in the span of years that he was at Eastern his voice was never heard in any meeting or assembly. His gray hair and courtly carriage combined with his immaculate attire was enough to impress if not awe his students.

On February 12, 1923 the present head of the department, Smith Park, began his service to the College. He was a graduate of the University of Kentucky with a B. S. in Mechanical and Electrical Engineering. In 1925 he received his M. S. in Mathematics, and in 1930 his Ph. D. in Mathematics with a minor in Physics from the same University. His honorary fraternity affiliations were: Phi Beta Kapa, Sigma Xi (science), Tau Beta Pi (engineering), and Pi Mu Epsilon (mathematics). Mr. Park was State Representative from Madison County in the 1926 session of the General Assembly. He has been Chairman of the Kentucky Section of the Mathematical Association of America for three different terms. He is the co-inventor of an instrument for the determination of the center of ocular rotation of the human eye—a problem that the great Kepler worked on—and is co-author of several articles on motion of the eye. The results of these investigations changed all previously held ideas of the subject.

From the spring of 1937 through a period of ten years, with leave of absence for war service, Emerson D. Jenkins was Associate Professor of Mathematics. He had an A.B. from Colgate University, and an M. A. and Ph.D. from Ohio State University. He was a gentleman and a scholar in the fullest meaning of the terms. He was a great mathematician with wide interest in the arts. Eastern suffered a great loss when he resigned to accept a position at Kent State College in Ohio.

During its long and useful history the Mathematics Department has had, in addition to the teachers mentioned above, many worthy members for various lengths of time in both part and full time instruction. They were: I. H. Booth (1916-'18), (1924-'28), Ethel Botts (1926-'27), Louise L. Lowrey (1930-'31), Lucille Derrick (1934-'38), Fred A. Engle (1932-'45), W. C. Jones (1927-'31), Lona Lee Turner (1943-'46), Samuel Walker (1947-'56), and C. E. Branscome (1947-'49).

The present members of the Department are Smith Park, Alvin McGlasson (1949) with B. S. from Eastern and M. S. from the University of Kentucky; Clifton Basye (1948) B.S., Morehead State College, and M.S. from the University of Kentucky; and Sydney Stephens (1956) with a B.S. from Eastern.

The curriculum of the Mathematics Department has changed greatly from the offerings of the Normal School in 1906 to the present. At that time, in the two year course, there were merely four terms of Arithmetic, three terms of Algebra and two of Plane Geometry. Each term covered a period of ten weeks. The algebra and geometry were at the high school level. In the four year course there were, in addition to the above, two terms of Solid Geometry, two of Trigonometry, two of Analytics and one of Calculus. The student could substitute for the latter.

In the introduction to the departmental offerings of 1916 the following interesting statement was made: "The study of mathematics antedates the creation — the earth was made in six days we read in the Scriptures — and from that day to this has formed an important part of human education." In spite of this profound thought the offerings in the curriculum were meager, consisting of only four terms of Arithmetic, four of algebra and four of Geometry.

By 1926 the offerings in the Normal School had been reduced to two terms of Arithmetic, three of Algebra and three of Geometry. But the College Department had been founded and the offerings consisted of two courses in Arithmetic methods — one for the upper grades and one for the lower—, College Algebra I and II, Solid Geometry, Plane Surveying, Plane and Solid Analytic Geometry, Differential Calculus, Intergral Calculus, Teaching of High School Mathematics and Statistics and Graphs. Seven hours of Mathematics were required for graduation.

The next ten years, up to 1936, saw only a few changes in the curriculum. Courses in Descriptive Astronomy, Theory of Equations, Differential Equations and two courses in Advanced Calculus had been added. The courses in Surveying and Solid Geometry had been dropped. Six hours of mathematics were required for those taking the professional degree, seven for B.A. and twelve for a B. S. non-professional degree.

In 1946 the curriculum was practically the same as it had been ten years before. Solid Geometry had reappeared. College Geometry, Mathematical Statistics, History of Mathematics and Problems in Teaching of Mathematics had been introduced. No general requirements in mathematics for graduation were in effect.

At the present time (1956) the offerings in the Department have become quite stable, and there are now the following: two remedial courses, one in Arithmetic and one in Intermediate Algebra; two courses in College Algebra; one course each in Trigonometry, Solid Geometry, Analytic Geometry, Differential and Intergral Calculus, College Geometry, Theory of Equations, Differential Equations, Advanced Calculus, Theoretical Mechanics, Vector

Analysis and the Teaching of High School Mathematics. There are no general requirements in mathematics for graduation. These offerings are such that majors may pursue two lines of preparation: one in which the work has emphasis on the material suitable for teachers and the other on material basic to graduate work in mathematics and other sciences.

During the past decade students to the number of 1969 have enrolled in at least one class in mathematics. Of this number 1536 (77.9%) were male and 433 (21.1%) were female. Their fields of major interests were as follows:

	Number	Per- cent		Number	Per- cent
Chemistry	186	9.53	Art	14	.71
Music	11	.56	Engineering	200	10.24
Physical Education	39	2.00	Pre-medical	120	6.14
Agriculture	52	2.66	Education	55	2.81
Pharmacy	22	1.12	Unknown	252	12.13
Mathematics	296	15.16	Social Science	72	3.68
Industrial Arts	156	7.99	Home Economics....	29	1.48
Biology	110	5.63	Commerce	240	12.29
Science	29	1.48	Physics	32	1.63
English	45	2.30			
Pre-law	9	.46	Total	1969	100.00



A Few Cottages of the two Veterans' Villages

CHAPTER XXXIV

MILITARY SCIENCE

By Major Paul E. Myers

The Military Science curriculum offered at Eastern Kentucky State College is known as the General Military Science Program. This program is designed to give all Military Science students a broad general base of military knowledge and enable each student to elect that branch of the service in which he desires to be commissioned.

The four year program is divided into the basic and advanced courses. The basic course, open to freshman and sophomore on a completely voluntary basis, entails four semesters of study. During each semester of the basic course, formal classes are presented for two hours each week and one hour a week is set aside for a drill period. All members of the Corps of Cadets attend this drill period. College credits are awarded to basic course students on the basis of two hours per semester. The advanced course, open to juniors and seniors who meet the necessary qualifications, entails four semesters of study plus a six week summer encampment at a major army post within the Second Army Area. During each semester of the advanced course, formal classes are presented for four hours each week and one hour is devoted to a Corps drill period. College credits are awarded to advanced course students on the basis of four hours per semester.

During the freshman year, the course is designed to familiarize the student with the overall organization of the Army and the individual weapons of the Army. The entire second semester of the freshman year is spent in a study of the military history of the United States.

The Sophomore year is devoted to a study of military maps, aerial photographs, signs and symbols, and the crew served weapons of the Infantry to include the 106mm Recoilless Rifle and the 4.2 inch Mortar.

The Junior year entails 120 hours of classroom study with this time allocated as indicated: to Leadership (10 hours), Techniques of Military Instruction (20 hours), Branches of the Army (30 hours), Small Unit Tactics (45 hours) and Communications, Equipment and Procedures (15 hours).

The Senior year also entails 120 hours of classroom study with this time allocated as indicated: to Operations (55 hours), Military Administration and Personnel Management (45 hours), and Logistics and Material (20 hours).

Thirty hours of work per year are devoted to the School of the Soldier and Exercise of Command.

CHAPTER XXXV

MUSIC

By James E. Van Peursem
From 1906 to 1926

The growth of Eastern Kentucky State College and the increasing diversification and strengthening of its curricular offerings are aptly exemplified by the change in emphasis in this semicentennial volume as compared with that of twenty years ago. For instance, music was in that volume discussed only under the heading of extra-curricular activities, whereas now, although the scope of the program still serves the avocational interest, most of the "extra" activities of that time have become accepted in the curriculum, and the Music Department has become one of the strong departments of the College.

It may be assumed that there was music at Eastern from the beginning, for in Volume I, No. 1 of the catalog of Eastern State Normal School in the Eastern District, October 1906, there is listed for each term, "Drawing, Vocal Music, Forensics, Penmanship," with the distinction clearly stated that these classes may meet less frequently than the more serious subjects. One may speculate on the content of these first courses as well as on the teacher, for among a total College faculty of eight there appears to have been no one who acknowledged music as even a minor field.

The catalog for July 1908, mentions J. Wilbur Sharp as a teacher of Vocal Music. His employment was probably justified by the fact that the faculty had grown to twenty teachers. Vocal music was still a requirement for all four terms, but it had now achieved status as a "Drill," meaning that it required no outside preparation, in contrast to a "Major Study," which required twice the class time for outside preparation, and to a "Minor Study," which required time for preparation equal to that spent in class.

The number of music teachers was increased one hundred percent in 1909, with Elizabeth Humphrey, Professor of Public School Music, and Mrs. J. R. Johnson, Instructor in Piano and Music History. The catalog even then well stated a musical axiom, which still holds today as musical senses are often benumbed through avenues which were beyond imagination at the turn of the century: "Good music heard in public schools every day will develop taste, and public standards will improve." The study of piano had also come to include "hand culture, the physiology of the hand and arm." Moreover, prospective students were informed that, "If there is demand, a class in Music History will be formed."

There was, at that time, an outline of music for the eight grades of the model school, which was less broad in concept than that of public school music today, but conceding nothing as far as solid substance was concerned. In the first grade "Rote songs, scale work with hand signs, numbers, ladder," etc. were offered. The third grade was already placing key signatures; and in the seventh grade there was the naming of intervals, chords, triads, using both clefs, all in all a very thorough course in rote singing and music reading, possibly honored in the breach.

Lacking the radio arts, motion pictures, and the easy transportation that are so thoughtlessly accepted today, the student, as well as the citizen of that day, found the chautauqua, and the lecture, and concert courses, potent sources of cultural stimuli. In 1911 the concert and lecture course included the Bargelt Concert Company, Mozart Concert Company, Signor Bartilotti Concert Company, Chicago Glee Club, ("a male quartet that remains unsurpassed"), and the Shildkret Hungarian Orchestra. In 1911 the catalog indicates that music courses were beginning to specialize. There are: Music 1, For Beginners; Music 2, Public School Music in the First Four Grades; and Music 3, Teaching Music in Grammar Grades and High School. There was an Advanced Course, presumably identical with the Supervisor's Course, since there was "such a general demand all over our country for supervisors that it is absolutely impossible to provide anything like the number of competent supervisors that are required." A four year course in Piano was also outlined.

The first mention of a chorus came in 1912, the group admitted all who could "carry a tune" and offered a "pleasant and beneficial diversion from the week's labors." There was an eight-day Chautauqua. Music teachers were John K. Koch, and Mrs. J. R. Johnson, still teaching Piano and Music History.

A momentous addition to the music department occurred in 1914, with the advent of Lucile Ellen McKee, who, besides being the third member of the faculty and teaching Voice and Piano, also taught Violin. How interesting it would be to know who were the pupils of this first violin teacher at Eastern!

So the catalog offerings grew, with 1915 adding a Voice Course and a Violin Course. This year also saw the publication of the first two known Eastern songs, written by the head of the department, Mr. Koch: "Eastern Hymn" and "Eastern Rally," quaint perhaps in some respects in this more sophisticated age, but serviceable enough in their time. In 1915 also there was added to the music faculty a teacher of distinction in the person of Mary Eva Wright, Fellow of the American Guild of Organists, who remained until 1917.

From 1917 to 1921 the music teachers were Shilo Shafer Myers, Brown E. Telford and Issie Million. It was in the year 1919 that the *Eastern Review* published a most provocative and prophetic review by Lillian Smith, "Vocal and Instrumental Music in the Public Schools," which included this pregnant phrase — "The

movement (i.e., music in the schools) is still in its infancy, *but it's coming*" (Italics mine, J. V. P.) The year is significant for further reasons, including the listing of a Ladies Glee Club (eleven members) and a Men's Glee Club (twelve members). But the pre-eminent musical event of the year was the *first* presentation of the "Messiah" at Eastern, by the May Festival Choir, under the direction of Dr. Myers. There is no mention of a performance in 1920, but it was again produced at the 1921 May festival, along with the "Creation," with choir, soloists, and orchestra, together with an operetta, "Isle of Charms." The chorus was composed of students and a few faculty members, with a rather larger proportion of town people than now participates. The accompaniment was furnished by piano and four or five string players brought from Cincinnati. Performances were in what was the old college chapel in the University Building before the remodeling. Tenor soloist for the "Creation" was the distinguished Dan Beddoe of Cincinnati, whose memory is still revered by those who know the Cincinnati festival.

Paul Barnes was head of the department for one year, 1921-22, during which time there was a faculty of four, Miss Telford, Miss Million, and Elizabeth Burnam, Voice and French. The tenure of John Orr Stewart as Director of Music, which began in 1922, extended over a period of seven years. During this time the college enrollment increased, and new buildings were erected, but the abode of the music department continued to be two classrooms and three small rooms in the upper floor of the University Building.

It was during these years that the Richmond Civic Chorus was organized, with Mrs. Robert Sory as director and Miss Telford accompanist. The chorus was not under college auspices, but nonetheless provided members of the college faculty with an opportunity for musical participation.

In the fall of 1926 the first real Eastern Orchestra and Band was formed. President Coates wanted Eastern to keep musically abreast of the other state colleges, so he added to his faculty Miss Jane Campbell and enjoined her specifically to get an orchestra program underway. In this she was successful enough to justify taking her group to play for the Eastern breakfast at KEA in Louisville the following spring, a proud moment for President Coates and for the College.

The Exchange Club of Richmond had organized a Boys' Band sometime between 1918 and 1923. The project had been actively promoted by Mr. Bennett H. Farris and Mr. Stewart, under the musical guidance and direction of Mr. Sidney Griffith, band leader from Lexington. This band furnished music for the University of Louisville football game that fall. In 1928 the College assumed full responsibility for the band and added Mr. Griffith to the faculty as a part-time teacher. This was the start of the Eastern Band. Late in 1929 uniforms were ordered: white flannel trousers with a red stripe, V-neck sweaters emblazoned ETC, with maroon

and white overseas caps. It was a good band and prospered, aided for many years by several members of the Richmond American Legion Band. This was the first band ever to appear at the Pine Mountain Laurel Festival. This spring festival was first presented in 1931, with the opening address by President H. L. Donovan, with the Eastern Band, and with an Eastern girl, Betty Baxter, winning the honor of Festival Queen. For many years thereafter the Eastern Band was the official band of the festival.

The decade beginning with 1920 was the decade which saw the beginning of an entirely new technique in the production and transmission of sound, a technique which has revolutionized the teaching of music and music appreciation, namely, the radio and electronic reproduction of sound. The first reference in the Eastern records is ambiguous, mentioning a Radio Program at chapel by the National Symphony Orchestra in November of 1928. One surmises that here was an early educational use of radio, with a captive audience to whom the new medium was still something of a sensation.

The catalog for 1929-30 lists four musical organizations: the Community Chorus (admission requirement: "ownership of the required song book"); the Madrigal Club (girls' chorus), twenty members; the Male Chorus; and the Eastern Orchestra ("applicants may be required to give evidence of their ability to read music"). The curriculum embraced the following courses: Part Singing, Theory of Orchestral Instruments, Conducting Orchestral Music, Music for Rural Schools, Music for Primary Grades, Music for Intermediate Grades, Public School Music Supervision, Music Appreciation and Music History. Private lessons were allowed no college credit. The year began with three full-time teachers, Miss Telford, Miss Campbell, and James Van Peursem, head of the department. The beginning of the second semester saw the addition of a fourth teacher, Maurene Bronson, Voice.

This year witnessed the reorganization of the singing groups, but the going was rather rough, particularly among the men. It took a session in the president's office with some twenty of the leading men students on the campus to dispel the male wariness toward such suspicious student activity. Even after a quorum was secured the problems were not ended. Four-part arrangements were quite impossible, for none of the men could read music, nor had they sung a part other than "soprano", or "lead", if indeed they had ever sung at all. However, with Miss Bronson taking over the girls' organization, both groups became accepted and established, and less than two years later both received acclaim for their performance at KEA, April 17, 1931.

With the opening of the fall term in 1930, the quarters in the new Administration Building were ready, so changes and expansion were in order. There was then a fifth teacher, a violinist, Miss Helen Hull. The band was assigned at least a rehearsal room at the College. From this on growth was fairly steady, but there were

still to be downs as well as ups, while milestones continue to mark the path.

The traditional Easter Palm Sunday program was begun by the Madrigal Club in 1931, with the presentation of "The Story of the Cross," directed by Miss Bronson.

December 12, 1932 marked another beginning of no little importance in the musical life of the College, the first presentation of the present series of Messiah performances, in cooperation with the chorus from Berea College, unbroken now for twenty-four years. The first Eastern chorus numbered only sixty. The solos had a piano accompaniment, while the orchestra played for the choruses. It may be interesting to list these first soloists: Cornelia Nettinga, Soprano, Berea College; Amanda Wolfe, Contralto, Berea College; Paul Nettinga, Tenor, Chicago; Sherwood Kains, Bass, Cincinnati. The few members of the orchestra from Eastern were: Helen Hull, Violin; Harold Rigby, Flute; Thomas Bonny, Trumpet; Joe Blunchi, Trombone; and Brown E. Telford, Piano.

There was but one orchestra, playing for both performances during the first two years; but already by the second year the orchestra strings included eight Eastern players: five violin, one viola, two cello, and one bass. In 1933 each college had enough musicians to justify two separate orchestras, with assistance from the other college, a practice which still continues. However, more of Eastern's string players were furnished by the laboratory school than by the College.

For several years the whole choir membership was transported from each college to assist in the performances. The weather was often out of sympathy with this collaboration, with storms and icy roads frequently disrupting the enterprise. In one of these early years snow and sleet made the roads absolutely impossible, but the Berea people, under the direction of Ralph Rigby, were not dismayed. A special car attached to the regular Louisville and Nashville train brought them to Richmond in time for the performance and returned them home afterwards.

The rapid growth of the two choruses soon reduced the number of singers which could be exchanged, although there is still today an amount of mutual assistance, both in chorus and orchestra. Distinguished soloists have appeared with the group. Accompaniments throughout are played by both orchestra and organ. Membership in the 1955 chorus exceeded 200.

Between 1930 and the war years singing seemed to be one of the popular activities. In addition to the Messiah Chorus, and the two glee clubs, there was a so-called course in "Chorus", in which anyone might enroll. Given a favorable spot in the schedule and a degree of freedom from conflicts with other classes, this chorus often enrolled 200 people. At that time also the College Chapel (required) met three times a week, and frequently almost the whole period was devoted to the singing of songs and the learning of new hymns, songs by Stephen Collins Foster and other suitable college assembly songs. Annual events were the WHAS broadcasts

of the student body singing Foster songs and Christmas carols. These broadcasts were well rehearsed, and the whole student body was seated according to voice parts. Their broadcasts were additional to the regular weekly Eastern half-hour presented by WHAS, 1934-1937, directed by R. R. Richards, in which the Music Department had a prominent part.

"Pinafore" was the first operetta produced in the new auditorium (May, 1930), followed by "Trial by Jury" in 1931, and by "Martha" in 1933. In May of 1933 the two glee clubs participated in the Kentucky Federation of Music Clubs contest at Frankfort, winning first places in Men's Club and Mixed Chorus, and second place in Women's glee club. With the proliferation of college organizations and activities, night rehearsals encountered increasing conflicts, so that after a spirited history the glee clubs were recast as the College Choir, meeting during the day for college credit. The Choir is now a principal bulwark of the Messiah Chorus. Other choir activities are a spring trip to Kentucky high schools, singing at the Baccalaureate exercises, and the presentation of a cantata or oratorio on Palm Sunday, such as the "Seven Last Words", by Dubois, the Faure "Requiem," and "Christ Lay in the Bonds of Death", by Bach. The choir has sung at every observance of Mother's Day since the inception of these programs in 1938.

In 1933 the college band began a joint operation with the Transylvania and Berea bands which involved a concert by the massed group at each of the three colleges, an arrangement continued through 1934. In 1938 the band acquired its first full-time conductor, John Kinzer, whose only other responsibilities were the teaching of philosophy and education.

Between 1930 and the Second World War many college dances were sponsored by the various college music organizations. Both the band and the men's glee club found repeated mention as they decorated, first, the old gymnasium, and later, the small gym in Weaver Health Building, and organized their publicity for these events.

An electric organ was installed in the auditorium in 1936. In 1935 the first edition of the modern Eastern song book was printed, with the following songs: "Alma Mater", text by Nancy Evans and music by Jane Campbell; "Yea Eastern", text by Mary K. Burns and music by Helen Hull (Lutes); "Marching Song", text and music by Helen Hull (Lutes). In 1940 one more song was added, "Hail Eastern Maroon", music by the band director, Henri Schnabl, and words by an Eastern student, Frank H. Wilcox, Jr. Growth of the department had by 1938 made the quarters in the Administration Building impossibly cramped, so on November 3, 1938 the Telford House was assigned to the department to increase studio and classroom space.

The music work in the Training School and Model High School is tied in closely with that of the College, the philosophy being that teachers of teachers should also be teachers of children. The practice school on the campus has been able to accept a limited number

of music majors as practice teachers; the others have had no difficulty in finding practice teaching opportunities in the better schools throughout the state. In this connection it might be noted that graduates of the department are occupying many responsible positions in the music and teaching world, one as head of a music department larger than that of his Alma Mater (Gordon Nash at Appalachian Teachers College, Boone, N. C.).

The Stephen Collins Foster Music Camp and Other Activities

Perhaps one of the most unique and significant activities was begun in 1936 with the first summer of the Stephen Collins Foster Music Camp. It was entirely due to the vision of President H. L. Donovan that this dream became a reality. At this time there were few such camps in the United States, notably Interlochen in Michigan and the camp at Greeley, Colorado. The first director of Foster was Henri Schnabl. From the very first the five-week Camp supported both a band and orchestra, the continuation of which dual activity has given Foster an increasingly unique position, since music camps have more recently sprung up everywhere with most of them limited to band. The Camp has acquired a national reputation during its twenty years, with students coming from 28 states, the District of Columbia, and Canada. The organizations have each presented nine concerts in the five weeks, and have worked under distinguished guest conductors.

In recent years the Music Club, a student organization, has played a vital part in the promotion of the interests of the department. The club has continued the annual musico-dramatic presentation, among their recent offerings being "Down in the Valley", and several Gilbert and Sullivan works. The club has also assumed responsibility for the music float in the Homecoming parade.

This account must not omit mention of two world-premieres presented by the department, both of them works of the Kentucky folk-musician, John Jacob Niles: the cantata, "Rhapsody for the Merry Month of May", at Ashland, Kentucky; and the dance-cantata, "Mary the Rose", done in cooperation with the Drum and Sandal and the orchestra on December 16, 1954, both of which works have since been published.

The music department now offers a variety of choices, ranging from the Area which gives maximum preparation for vocal and instrumental teachers, to single courses which may interest the student who wants music simply because he likes it and wants to know more about it, such as private lessons, music appreciation, band, and choir.

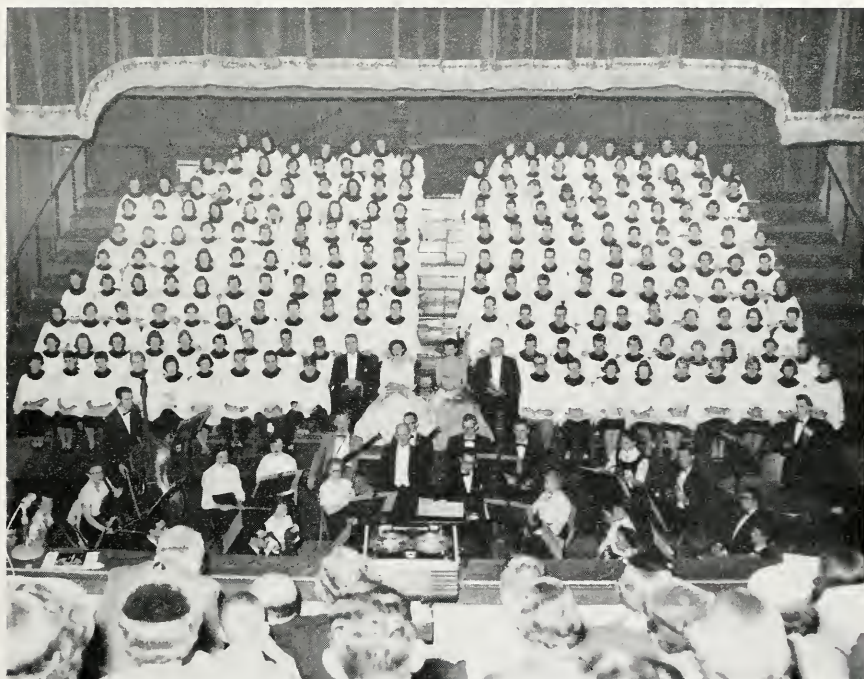
Probably the most encouraging and exciting event, as these final words are written is the announcement that, as a result of the perseverance and determination of President W. F. O'Donnell, a contract has just been signed for the construction of a modern and completely adequate music building. This building will face the north on College Avenue, near the auditorium in the rear of the Administration building.

The following is a list of all of those recorded as having taught music at Eastern Kentucky State College, from the beginning until Dec. 31, 1955:

Mary Traynor* (Mrs. John Smith)	1906-1907	Music
J. Wilbur Sharp	*1907-1909	Head
Elizabeth Humphrey	*1909-1911	Music
Mrs. J. R. Johnson	*1909-1914	Pa. & Mus. Hist.
John J. Koch	*1912-1917	Head
Lucille Ellen McKee	1912-	Violin
Mary Eva Wright*	1915-1917	Music
Shilo Shafer Myers	*1916-1921	Head
Issie Million	1917-1922	Violin
Brown E. Telford	1917-	Piano
Paul Barnes	1921-1922	Head
	1924-1925	
Elizabeth Burnam (Russell)	*1921-1923	Voice, French
John Drr Stewart	1922-1929	Head
Jane Campbell	1926-	Cello, Theory App., Orch.
Sidney Griffith	1928-1932	Band
James E. Van Beursem	1929-	Head
Maurene Bronson (Todd)	Spring '30-'32	Voice
Helen Hull (Lutes)	1930-1936	Violin
Margaret Cones	Fall '31	Piano
Cornelia Nettinga (Neevil)	1932-1934	Voice
Harold Rigby	1933-	Lab. School
Mary Murphy (Feton)	1932-Fall '37	Voice
Thomas Stone	1935-1941	Violin
Henri Schnabl	Fall '36-'38 (or Spring '37)	Band
Jeanette Hoffman	Spring 1938	Voice
Blanche Sams (SeEVERS)	1938-	Voice, P.S.M.
John Kinzer	1938-1942	Band
Katherine Agna (Barnes)	1939-1942	Piano
Raphael Flanagan	1942-Fall '43	Violin
Marietta Simpson	Spring '44-Winter '46 (or Fall '43) or Fall '46)	Violin
Frances Marie McPherson	1944-	Piano
Wendell Rider	Spring & Summer '46	Piano
Eleanor Hire	Spring '47-1948 (or Fall '46)	Piano
Katherine Jackson	Spring '47 (or Fall '46)	Violin
Jesse Casey	1948-1950	Piano
Mary Dorris (McLaughlin)	Spring 1950	Mus. App. & P.S.M.
Ronald Carley	1950-1951 1952-Feb. 1953	Piano

William Tarwater	Fall '50	Band
	1953-1955	
Harold Atkisson	Spring '51-1953	Band
Elizabeth Caywood	Spring '53-1954	Piano
(Gaither)		
Vasile Venettozzi	1950-	Voice
	(On leave '54-'55)	
David Powell	1951-1952	Piano
Edward Bernard	Spring & Summer '54	Violin
Landis Baker	1954-	Piano
Edson Perry	1954-1955	Violin
Constance Conklin	1954-1955	Voice
(Wilson)		
G. Gordon Ritter	1955-	Band
William Fitzsimmons	1955-	Violin
Nicholas J. Koenigstein	1956-	Band
Robert L. Oppelt	1956-	Violin

*Name or date taken from "*Three Decades of Progress*"



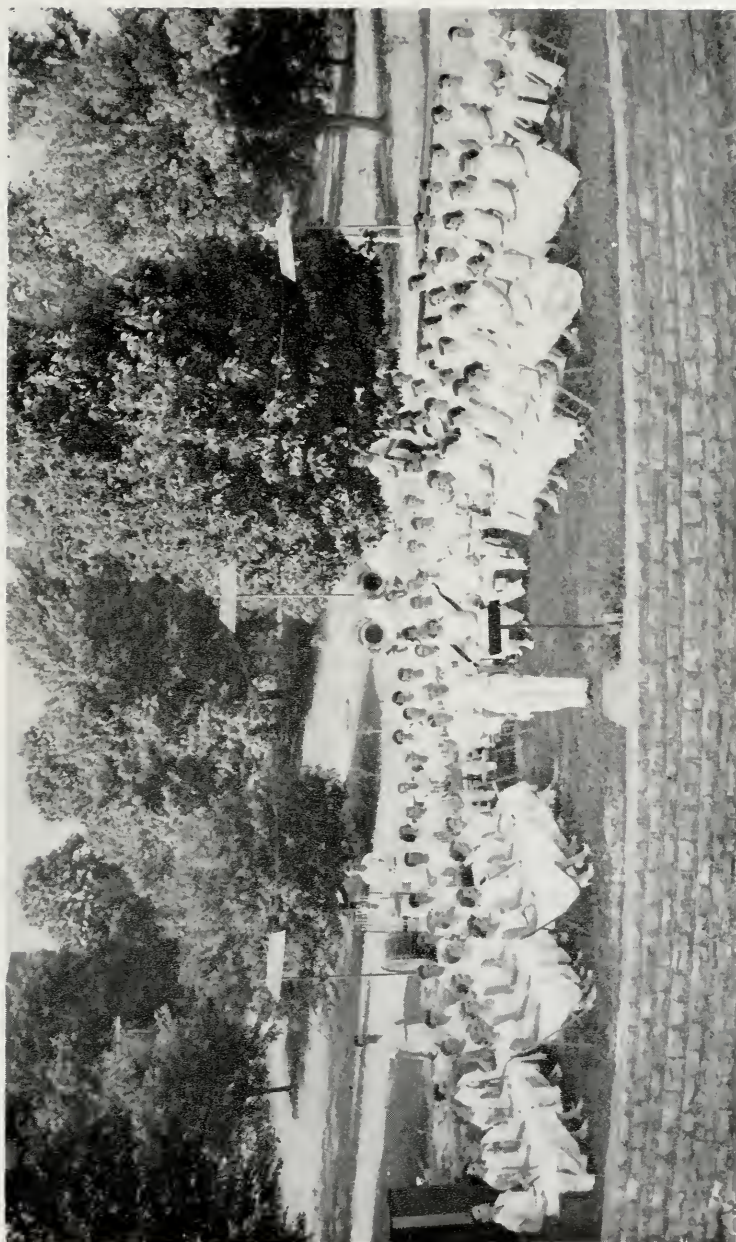
**A Rendition of the Messiah
James E. Van Peurse directing
in Hiram Brock Auditorium**



**Eastern's Band
At the entrance to the Coates
Administration Building and
the Brock Auditorium**



**An Orchestra Lesson.
John Jacob Niles, Music and Folk
Song authority, conferring with
Director Van Peursom.**



**The Stephen Collins Foster Music Camp: one of the many summer recitals
on the natural platform of the Campus Outdoor Theatre.**



The Music Building, being completed in August-September, 1957.



Eastern's Marching Band

CHAPTER XXXVI

PHYSICAL AND BIOLOGICAL SCIENCES

By Meredith J. Cox, H. H. LaFuze and J. G. Black

The Science Departments at Eastern had a very humble origin, to say the least, for although in a scientific age, the sciences at Eastern, as divisions and departments, were not even recognized until 1924. In fact, all the basic sciences: Biology, Physics, and Chemistry, up until about this date, were taught by one instructor and were treated as General Science on the college level. The first science to be given divisional status was that of Biology, under the caption of nature study, and it consisted, in the main, of a study of local flora. The students made many field trips on and around the campus of Eastern. An attempt was made about this time to get away from the general science idea and start a special science under the name of Chemistry, but there were few of the important concepts of this quantitative science to begin with and still less equipment, such as apparatus and chemicals, and laboratory space, needed to carry on such a course. As a matter of fact, the early administrators at Eastern looked down upon extra time required for laboratory courses and rooms and equipment, although they were very much in favor of laboratory methods for their training schools which they called laboratory schools. This idea was brought back by those who studied in Germany in the latter part of the nineteenth century.

With the institution changing from a two year normal school for teachers to a four year teachers college, in 1924, the Science Department, as it was then called, grew and expanded in the form of more course offerings, more laboratory space, more equipment, and the organization of a department of three basic sciences, Biology, Physics and Chemistry but still with a teaching personnel of only one instructor. At about this time a few of Eastern's graduates had the inspiration to go on to universities and major in so-called special sciences. To the surprise and embarrassment of Eastern's administrators, her sons and daughters showed little preparation for the higher, specialized sciences and failed miserably. The reaction of the Eastern officials was immediate and they at once employed more instructors in Science, purchased more equipment, and recognized those science courses which had been in other colleges and universities since their beginning.

At this time Science at Eastern was organized into two departments, one called the Department of Biological Science, and the other called the Department of Physical Sciences; the latter included the subjects of Physics and Chemistry. This expansion

required quite an outlay of money, for up to this time there had been no budget of any kind for equipping scientific laboratories on the college level. Biology was immediately recognized, due mainly to the fact that the psychologists and teachers of education in Teachers College, Columbia University, were demanding a biology background for their learning processes; and this one factor, more than any other, hastened the recognition of the sciences at Eastern.

The number of instructors in science grew from one to three, one in Biology, one in Chemistry, and one in Physics. In 1926, majors in Biology and Chemistry were recognized in the first four-year class that was ever graduated from Eastern. In 1928, the Chemistry Department secured its first scholarship for one of its majors to do graduate work at the University of Tennessee. In this same year Eastern Kentucky State Teachers College made application to the Southern Association of Colleges and Secondary Schools for admission, and great emphasis was given to the growth of the various science departments by the Eastern officials in order to have the College qualify for admission. Such standards as a Doctor of Philosophy or the equivalent in preparation as head of a department, organization of courses into lecture and laboratory periods, and emphasis on individual instruction stimulated and augmented the division of the sciences into three separate departments of Biology, Chemistry, and Physics.

Much could be said about the step-child status of Science at Eastern during the Scientific Age and the suppression of these all-important subjects by an administration at Eastern that was compelled to seek appropriations at Frankfort in competition with the University of Kentucky, which already had science departments. The duplication of effort and program was necessary to meet the standards of the Southern Association of Colleges and Secondary Schools, which was mostly dominated by the long established and deeply entrenched four-year private denominational colleges and state universities.

Appropriation had to be secured in the name of a teacher training institution and for the education of teachers, although there was evidence, even at this time, that the so-called Eastern Kentucky State Teachers College was not only a teacher training institution, but was fast becoming a peoples' college. Parents in the low income bracket discovered that not only could future teachers go to Eastern for less, but their children could receive a four-year college education cheaper than at the private four-year colleges and could specialize in fields other than teaching. The College began to enroll new students who pursued courses that led to pre-medical, pre-dental, and pre-engineering education. This idea spread rapidly until the enrollment revealed that the Eastern Kentucky State Teachers College was no longer a teacher training institution, but the majority of those enrolled were planning to enter various professions, such as medicine, dentistry, engineering, law and commerce.

This movement accelerated the development of the Science Department at Eastern and produced more diversification and division of the sciences and at long last there were established the three departments of the major sciences, namely a Department of Biology, a Department of Chemistry, and a Department of Physics. And instead of the personnel consisting of one instructor in each department, two instructors were employed in the field of Biology, one in the field of Chemistry, and one in Physics. This step was not a very great one, for even at that time many colleges and universities had as many as ten or twelve people in each department, but it was a very far reaching one for Eastern, since only a few years earlier, one instructor taught Biology, Chemistry, and Physics.

The sciences at Eastern experienced a large growth in the three decades from 1924 to 1954 in the increase of enrollment of students in the special sciences, and in the increase of faculty personnel. During this period, the faculty personnel in science increased from one instructor, who taught all the sciences, to four full-time teachers in Biology, two full-time teachers in Chemistry, and two in Physics. Early in this period, the science teachers at Eastern discovered, as did other college science teachers, that their students were woefully lacking in high school science preparation, especially the students from the rural areas, where science had not been recognized and taught along with the other fundamental subjects.

In the early thirties, so-called refresher courses in the major sciences were offered under various titles, such as: An Introduction to Science, Orientation Science, and General Science for college students. These courses at Eastern were required of all freshmen, were well organized, and well taught. They served as a background in science for those students who were planning to major in one of the special sciences and they also served as terminal courses for the non-science majors. They were organized and divided into two main divisions, namely the Biological Division, which included Botany and Zoology, and the Physical Division, which included Chemistry and Physics. These subjects are no longer required of entering Freshmen, but the state certification department requires them of the elementary teachers; and there are a few non-education students who take these courses as a part of their general education program. If there are any superior values to be derived from the study of the sciences, they are the values that come from the learning experiences of coordination of the hand, the eye, and the brain; and these learning experiences are the reason why laboratory courses are offered in the sciences.

With the discovery of atomic energy and its stupendous application in the atomic bomb, students, both in the grades and high schools throughout the country, became more and more interested in the sciences, especially Chemistry and Physics, and the effect of this at Eastern was to have more students enrolled in the special

sciences and more majors in Physics and Chemistry. When the children in the grades began to ask their teachers about books on atoms and radar instead of books on the *Three Little Pigs* and *Little Red Riding Hood*, it was then that teachers began to feel that they were far behind their children. These teachers began to flock into Eastern and other colleges to take courses in science to try to catch up with their children.

Much could be written about the large number of chemists that have gone out from Eastern to the many chemical corporations and their success in the laboratory along the side of those from the older colleges and universities. They have been employed by such companies as Eastman Kodak, Union Carbide and Carbon, Monsanto, Atmospheric Nitrogen, Spencer-Kellogg, General Foods, Proctor and Gamble, Abbott Laboratories, Ashland Oil Refining, Atomic Energy Plants at Oak Ridge, Tennessee, and Paducah, Kentucky, and many others. During the Second World War, fourteen young women, trained in the Chemistry Department at Eastern, worked as chemists for the Ashland Oil and Refining Company. In addition to entering the chemical industry on graduation, Eastern has had many of her Chemistry majors go on to graduate school in Chemistry on scholarships obtained by virtue of their superior training. Universities such as Ohio State, Purdue, and the University of Tennessee have awarded Eastern's Chemistry majors scholarships; in fact, there are four Eastern graduates at Ohio State at the present time, working on their doctors' degrees. During the past three decades, many doctors and dentists have received their Chemistry along with their other pre-medical education at Eastern and have gone out into the State of Kentucky to fill the need for medical services. In 1947, eleven men from Eastern entered the University of Louisville Medical School, and in 1956, nine men entered this same institution.

The Department of Biology has expanded in many different ways within the past decade. The number of courses actually taught has increased from seven to eighteen regularly offered courses. Some of the new courses were introduced to prepare better the biology majors for teaching and continuing their studies for advanced degrees; and other courses were added to meet the specific needs of students majoring in physical education, health, home economics, medicine, and elementary education. The faculty consists (1956-57) of four members, each of whom has received special training in the field of biology which he teaches. Biology majors are thus offered a variety of subject matter, approaches, and techniques from well trained personnel.

Supplies and equipment have also been increased to meet the needs of the many biology students. This is especially true of the optical instruments where today they number two and one half times those found in the department a decade ago. Correspondingly, supplies and materials for study have increased nearly four times within the same period. Facilities for study have also been

improved. The department now uses five laboratories, one lecture room and one classroom as compared with two laboratory rooms and one lecture room shared with Chemistry and Physics a decade ago. With the additional rooms came also adequate lighting, display spaces, storage rooms and utility outlets for student use, all of which were lacking only five years previously.

Recently majors in biology have entered a variety of professions. Most of these have been in the fields of the teaching of science,, dentistry, laboratory technician, medicine, veterinary medicine, public health, wildlife service, and numerous industries, such as: Swift and Co., U. S. Atomic Energy Commission, General Electric, Goodyear Atomic Corporation, Carolina Biological Supply Co. and U. S. Industrial Chemicals Co. Many of Eastern alumni who majored in Biology have continued their academic studies and work for more advanced degrees at the University of Cincinnati, University of Indiana, Purdue University, Vanderbilt University, University of Iowa, Washington University and the University of St. Louis and other universities.

The Physics Department at Eastern has expanded rapidly in the last decade and the number of students majoring and minoring in Physics has increased encouragingly. This increase has brought about the addition of new courses to the curriculum, such as Advanced General Laboratory, Radioactivity and Nuclear Physics, and Vector Analysis and its Physical Applications.

Many Physics majors have secured employment with leading industrial and government agencies, including Goodyear Tire and Rubber Co., Atomic Energy Plant at Oak Ridge, Tennessee, and Paducah, Kentucky, General Electric Co., Westinghouse, Naval Ordnance Laboratory, Naval Research Laboratory, The Pentagon, Admiral Radio and Television Corporation and others, while other physics majors have done advanced work at the University of Kentucky, University of Tennessee, University of Virginia, Massachusetts Institute of Technology, California Institute of Technology and other higher institutions of learning.

The housing and physical equipment has grown with the increase of students and personnel. Up until 1951, all the sciences were housed in what is known as Roark Building, which was originally designed for an elementary training school. This building became a hodgepodge of classrooms for Geography, History, Mathematics, English, Agriculture, and the Sciences. In 1930, Roark Hall became the science building, and Physics was assigned to the second floor, Biology, the first, and Chemistry given very meager accommodations in the basement. There began, at once, a new change of floors and rooms in such a way that the chemistry teacher had a laboratory in the basement, office space on the first floor, and lecture rooms on the second floor, and, as a consequence, he lost a great deal of time running up and down the steps.

Along about 1937, the administration of Eastern, seeing the science buildings at our sister state institutions, Western and

Morehead, began to think seriously about the construction of a similar building at Eastern, and the science teachers were given the task of planning the new structure. Many new science buildings were visited and inspected, such as DePauw, Antioch College at Yellow Springs, Ohio, and the ones at Western and Morehead; but when the next building got under construction in 1937, it was not one to house the sciences, but the new, palatial Student Union Building, resembling very much the Netherland Plaza Hotel in Cincinnati, Ohio—a place where students could play came thirteen years earlier than the place in which they could work and study.

With the change of administration in 1941, Eastern's science faculty was once again given the go-ahead to plan a new science building and again they visited various colleges and universities. In the meantime another sister state institution, Murray, had constructed a new science building. A beneficent legislature and building commission, in 1940, had made an appropriation of \$140,000 to the Eastern State College for the purpose of erecting a science building, but unfortunately the Second World War came along, and, due to the scarcity of materials, the construction of the science building was again postponed. With the close of the war and with the teeming hundreds of servicemen returning to college, the administration thought it advisable to take the appropriation made for the science building and enlarge the gymnasium of the Weaver Health Building.

About 1950, the state building commission appropriated \$600,000 for the construction of a Science building at Eastern and at long last construction started in the spring of 1950 and the building was first occupied in the fall of 1952. The building, actually costing \$700,000, is modern in every detail as to construction and equipment. It has four floors; the ground floor houses the electric wiring, heating units and college museum. On the first floor is found the Biology Department, with elevated lecture room, laboratories, and office space. The Physics Department occupies the second floor and has lecture room, five laboratories, two stock rooms, and two offices. The Chemistry Department is located on the third floor and is equipped with laboratories for General Chemistry, Analytical Chemistry, Organic Chemistry, and Physical Chemistry, a well lighted balance room, one elevated lecture room, one recitation room, six stock rooms and two offices. The building has such services as water, electricity, gas, and a combined freight and passenger elevator. While the Chemistry Department has much more equipment in the form of apparatus and chemicals than it did thirty years ago, it is not as well equipped as it should be at a time when the state and nation are calling on institutions like Eastern for chemists and physicists, not only to support our modern way of living, but also our national security.

To say the least, the growth of the sciences at Eastern during the last three decades has been rapid, indeed, and has kept pace with the growth of the institution.

In concluding this chapter other achievements of a scientific character at Eastern ought to be mentioned. Dr. Anna A. Schnieb (Ph. D., summa cum lauda, University of Vienna), Professor of Education, took the initiative, in 1934, in organizing the Kentucky Junior Academy of Science. In reality, the organization, comprising high school science clubs in Kentucky, became an auxillary of the Kentucky Academy of Science, an older organization. The Junior Academy began the publication of a *Junior Science Bulletin*, in November, 1934, which Dr. Schnieb also sponsored until her retirement in 1952. Dr. LaFuze took over this work for a year after Dr. Schnieb's retirement; it is now being sponsored by a member of the science staff of the University of Kentucky.

Another product of Dr. Schnieb's scientific spirit was an Educational Laboratory, which she developed at Eastern. She assembled, over the years, first in a large room on the third floor of Roark Building and later on the ground floor of the Brock Auditorium, an assortment of objects which she used as illustrative material in teaching. The collection comprised reference books, other printed matter, pottery, items from Alaska, various products from manufacturers, pictures, glass beehives, seeds, fibers, farm products, and sundry other illustrative items. One of her objectives in thus teaching students at the tables in these rooms was to develop resourcefulness in teachers, who perforce would obtain from many sources subject matter to use in their classrooms. Visitors often expressed much appreciation of this laboratory and Dr. Schnieb's unique and productive method of instruction. Unfortunately the laboratory was allowed to disintegrate after her retirement to Muncie, Indiana, where she is active in the International Center and other civic interests.

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The book is profusely illustrated. The chapter on "The War Years", for example, is followed by the likenesses from original photographs of fifty-two casualties of World War II.



The Open Air Amphitheatre, E. K. S. C.

FIVE DECADES OF PROGRESS contains much of the earlier history of the College, **THREE DECADES OF PROGRESS**, which was published by Eastern in 1936. The second volume, published in 1957, is an account of the growth and achievements of this higher institution of learning from its inception, in 1904, to its present flourishing condition, with an enrollment of more than 2,700 college students (September, 1957) and a graduating class (for 1958), including graduate students, of more than six hundred. The contents of the book are, in fact, a considerable chapter in the history of education in Kentucky.